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THE AMERICAN School Board Journal

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IN THIS ISSUE:

★ Principles Underlying a School Health Program — *Jackson*

★ Are City School Superintendents Expendable? — *Hill*

★ Goals in Financing School Building Construction — *Jarvis*

★ Maintain the Salary Schedule — A Letter — *Hanson*

★ The Problem of the Restricted School Site — *Hickok*



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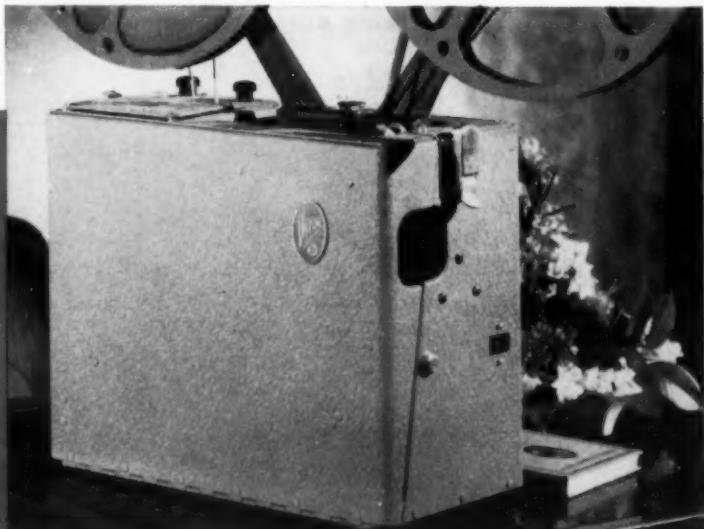
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The contents of this issue are listed in the "Education Index."



School Buying in 1949

During the past decade the purchasing of instructional supplies, building maintenance materials, school furniture and equipment, has become a continuously more complicated job. First, education has broadened in endless aspects; a greater variety of articles is needed and closer adaptation to educational ends and teaching methods is insisted upon. Second, the military requirements of the war period and the rush of the postwar years to fill civilian needs have made unavailable numerous articles formerly considered staples. Technical advances too have made new and alternate materials more desirable in many instances so that the word *substitute* has practically lost its disparaging meaning. Not the least difficulty has been the inflationary rise in prices and the failure of school tax income to keep pace with costs of materials, buildings, and wages.

To all of the foregoing the year 1949 adds the problem of a possible business readjustment with lower tax income, and a demand from tax trimmers that schools hold off on purchases and building projects until "lower prices have come" or at least until the future status of business is more certain.

We feel that the present is distinctly the time to push vigorously desirable educational undertakings, to make needed repairs in school plants, and to push essential school building projects. Failure to do needed work and to buy supplies and equipment will be a most serious mistake. In the next five years we shall have the greatest increase in enrollment that the schools have seen. The flood is already upon us, and will get worse in each succeeding September. Failure to do all possible to anticipate the thousands who are coming will bring educational harm that can never be corrected. Serious crises are certain to develop if the task ahead is not undertaken *now* and with typical American energy and devotion. The responsibility rests upon every school board.

THE EDITORS

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THE AMERICAN School Board Journal

Volume 118, No. 5

MAY, 1949

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For Planning and Operation—

Principles Underlying a School Health Program *c. o. Jackson**

The following principles were developed by members of committees¹ in a graduate extension course in "Problems in School Health." The principles relate to such matters as the philosophy, administration, objectives, school environment, health specialists, teacher, home, health examinations, nutrition, physical education, curriculum, health instruction, facilities, community, safety, evaluation, and public relations.

1. *The philosophy of the administration will determine the scope and quality of the health program.*

The first cardinal principle of education is health. All educators subscribe to this. A broad philosophy as promulgated by the administration should include ample allowance for a complete health program at all grade levels.

2. *The administrator should have a background in general health education, and should take the lead in preliminary organizational moves.*

The administrator is the logical person to initiate the planning for the health program because he is the leader in the "chain of command" of the school system. He is the liaison between the parent, the child, the community, the teacher, and the school board. If he has some training in health education, understands some of the problems, and has an interest in doing something about it, the success of the program is practically assured.

Objectives of the Health Program

3. *The objectives of the health program should relate to the health and the physical, mental, and emotional growth of the child.*

The entire staff of the school system should assist in determining and achieving

desirable objectives in the field of health which current educational standards find acceptable. The child should be the center of the school and should be helped to reach his optimal intellectual, emotional, and health stature.

4. *The school environment should be of such a character that the child may put into practice those desirable habits which he learns in his health classes.*

The physical plant of the school should conform to the best health standards. Provision should be made in school buildings for proper sanitation, safety, attractiveness, facilities for rest, and adequately equipped wash and shower rooms. Teaching children to wash their hands before eating, or after using the toilet, is of little value unless time, warm water, liquid soap, and paper towels are provided.

5. *Health specialists are necessary for integrating and vitalizing a functional health program.*

The health specialists should include the physician, dentist, psychologist, nutritionist, physical educator, health co-ordinator, and the school nurse. Trained leadership is essential to satisfactory results. Each has a part, and a responsibility in the total program, but without co-operative and understanding effort, the results in terms of better pupil health may be meager. In most school systems, only a few of these persons will be employed on a full-time basis.

6. *The key to the ultimate success of any health program is the classroom teacher, especially on the elementary level.*

The teacher is with the child approximately a third of his waking hours. Because of training, the teacher is in a key position to guide the health practices and behavior of the child. Teacher training institutions must therefore place more emphasis on educating for health. In-service training is highly desirable to the end that every teacher may contribute something to the health of the child.

7. *Co-operation between the home and*

the school is essential for increasing the scope and effectiveness of the health program.

Home-school friendliness is a great asset to all teachers, especially in matters relating to health. Both home and school aim toward the same goal, the most efficient and complete growth and development of the child. Both share responsibilities, and should share understandings. Through Parent-Teacher activities and child-study groups, parents can be educated to understand and assist.

Periodic Health Examinations

8. *Every child should have periodic health examinations by the school or family physician and dentist.*

Health examinations are necessary as a preventive measure in protecting the health of all students. They also serve as an inventory of what diseases the child has had, and emphasize present health needs. Cumulative records should be kept in the principal's office, and should be accessible to interested teachers.

For maximum efficiency, there must be co-ordination and understanding between school, home, and local and state health agencies. The follow-up program to bring about correction of defects, and the elimination of questionable individual and home health practices will determine the degree of effectiveness of the whole examination plan. The examination without a functional follow-up program can be of little permanent value. A planned health service program utilizing the services of a nurse and full- or part-time services of a competent physician should be established.

9. *Nutrition is a fundamental factor in the general health of the child, so the school lunch is a vital part in the total health program.*

The school lunch program is one of the best places to see health education in action. Good, nutritious food which is carefully prepared, attractively displayed and

*University of Illinois, Urbana, Ill.

¹Wilbern Boatright, Harold Hutchens, Leo Hutt, Frances Phillips; Veda A. Ballein, Kenny Barrar, Charles Inskip, Noble Thomas, Audrey Ashley; Frank Bridges, Nate Johnson, Denver McDonald, Charles Rohlfing; George E. Ashley, Flora Alma Carey, Sidney Hiron, Arnold L. Ross, Joseph Deaton, William Freeburg, Corine Jassop, Everett Thompson. (NOTE: Chairmen are indicated by italics.)

served should be the rule rather than the exception in the cafeteria. No other single factor is of more importance to the individual than his nutrition.

The lunch program and the surroundings should be an example of the best the school can provide in the way of sanitation, cleanliness, attractiveness, and reasonable quiet. Frequent checks should be made to see what the children select for their lunch or bring from home, as an indication of the effectiveness of the health teaching.

10. *Total body activities, such as those provided for in the physical education program, make an important contribution to the physical and mental health of the individual pupils.*

A daily period of physical education for everyone with well-planned curricular offerings taught by capable, enthusiastic, and adequately trained teachers is part of a modern school. Such experiences should be supplemented by planned noon-hour recreation and many opportunities for participation in a wide program of intramurals and GAA activities.

The interscholastic program in high school should be broadened to provide more opportunities for mature individuals to participate in interschool competition. Every school should explore the possibilities of increasing its recreational offerings, and, in co-operation with the community, help pupils make good use of their leisure time.

11. *A functional health education curriculum should be based upon the health interests of children, the health needs of children, and the developmental characteristics of children at different age levels. Health is a matter of conduct rather than subject matter.*

A good curriculum should be educationally sound, should be based on scientific facts, should present a progressive plan by grades, and should stress the development of attitudes and behavior more than the acquisition of knowledge. All school personnel should be represented in its development. Copies of the health instruction outline should be placed on file in the office of the superintendent and the principal.

Health Education a Required Subject

12. *Health education should be a required subject with credit, time, and student participation as other subjects.*

The philosophy of the administration will determine the amount of time given to health education. By virtue of being listed as the first cardinal principle of education, health as a subject deserves equal emphasis with others. It is recommended that two periods per week be the goal in elementary school, and a daily period for two semesters (one in the freshman or sophomore years, and the other in the junior or senior years) with integration and correlation of other subjects, be the goal on the secondary level.

Using one of the daily physical education periods for the purpose of teaching health

is such a makeshift plan that its value can be seriously questioned. The person or persons best qualified by personality and training should teach the courses in health education.

13. *Adequate classroom and laboratory space, and instructional equipment such as charts, slides, reference books, and magazines should be provided by the school in order to carry on an efficient health education curriculum.*

The majority of schools provide equipment and facilities for such courses as physics, biology, and chemistry. Since health plays a much more important part in the life of the pupil than any other segment of the curriculum, adequate equipment and facilities must be provided. The board of education must be prepared to spend money in order to develop a functional program, and this cannot be accomplished in one short semester or even a year.

14. *The community health program should be co-ordinated with that of the school and home.*

A co-operative survey of the community's resources will provide a picture of recreational facilities, community status and needs, public health services, contributing agencies, and other pertinent data necessary for a city-wide plan. When the results of the health examinations of the school population are studied and pupils' needs and interests determined, then real progress can be made. A community health council should be formed, and one of its functioning units should be the school health council.

15. *To meet the many hazards of the modern world, a planned procedure for safe living must be part of a complete health program.*

This should consist of two parts: first, a control of physical forces and conditions; and second, educating human beings to live successfully in the presence of danger. The school must be just as safe a place as human ingenuity and intelligence can make

it. Correct attitudes toward safety and satisfactory habits of behavior must be taught.

Keeping the Program Alive

16. *The health program should be subject to continuous evaluation and revision.*

The philosophy of the health program, its objectives, the teaching practices, the curriculum, the administrative backing, the teaching materials, and the worth-while behavior changes should be evaluated in light of the child's growth and needs. Parents, teachers, dentists, doctors, and the pupils should be active participants in such experiences. Interested teachers should be encouraged to become better prepared, and should be helped to attend health workshops or participate in other related in-service training programs.

17. *An organized plan of public relations and publicity is essential to sell the program to the community, and to secure the necessary moral and financial backing.*

Once the administration and the school board, as well as all the teachers, have realized the need for an adequate program in school health, the effectiveness of such a plan depends very largely on the community awareness and support which can be secured.

The community should know what is needed, what has been done, what is going on, and what is planned for the future. Getting many people on working committees may further this goal. Frequent talks by interested, informed persons throughout the community and pertinent articles in the school and community newspapers will help secure the necessary co-operation and support.

It must be remembered at all times, that developing an adequate and functional health program is a difficult task. Much study, effort, and co-operation by many interested people is necessary to achieve anything worth while. It must of necessity be a continuous, improving, on-going program that will bring great returns in improved health throughout the community.



Rub-a-dub-dub in the Norwood, Ohio, Health Class.

Are City School Superintendents Expendable?

Henry H. Hill*

An important portion of the educational leadership of our big city public schools must and should come from the superintendent of schools. Else the ponderous, pachyderm-like system lumbers on with little serious program or purpose except to run another year. What are the working conditions of the superintendent of schools in these large cities? How much chance has he to lead? How does his job and pay compare with a business executive of roughly similar responsibility in terms of money and employees? What can intelligent citizens do by understanding the power and purpose of education, to create conditions which will attract and hold the best educators? Or must the job get tougher, less attractive, and ultimately be completely political and selfish, with the last vestige of high purpose and vision gone? Just as the study of abnormal psychology reveals clearly some of the problems of normal human beings, so a serious look at these large cities where the tensions and pressures are greatest may assist men of good will in strengthening public education.

Cities Selected for Analysis

For this analysis I have selected the 46 cities in the United States which have a population of 200,000 or more. They are comprised of the 44 cities so listed in the 1940 census and Long Beach, Calif., and Richmond, Va., which have more recently attained a population of 200,000 through annexation of contiguous areas. Twelve of these are located in the eastern section of the United States, fifteen in the middle west, eleven in the south and southwest, and eight in the far west. Their total population, according to the 1940 census, is 32,000,000.

These cities are important because they represent the greatest possibilities and dangers which impinge on our American democracy today. It is here that our worst slums, our greatest churches, our most notorious criminals, our greatest labor and industrial leaders, our greatest artists, and a generous share of all things of quantitative superiority exist.

Some of these cities, like Boston for example, have become walled in, entirely surrounded by other incorporated cities and residential areas which share in only a small degree the problems of the bigger city. Thus there develops a dormitory leadership, sleeping outside the city, which makes its money in the downtown area of the city and then goes home to rest and play and forget.

That this problem of school leadership in the big cities is no transient problem of the postwar years is revealed by reference to the current literature of the early thirties.

According to H. E. Buchholz in the November, 1932, issue of the *American Mercury*, the job of the superintendent of schools of a large city school system demands the impossible. While he may be surrounded with a staff of aides, yet ". . . he is still called upon to perform, singlehanded and against all sorts of opposition, so many and such varied duties that even a superficial sampling of them may well persuade the layman that here certainly is the worst job in the world.

"Unless a superintendent is called to office unanimously, he starts off with a serious handicap; and even should he represent the choice of the entire board, he is never free from the danger that it may become divided, if not because of his own acts, then because of friction between the members. When they begin to quarrel, either with the professional head of the system or among themselves, it is the superintendent who bears the brunt of every blow that is struck.

The Superintendent's Job

"It is the job of the superintendent to maintain a well-rounded system, but many of his immediate subordinates are specialists in their respective fields, and the specialist in one branch of a science has a lopsided conception of the whole field. The superintendent is called upon to hold all these people in check without, in the process, spilling any of their enthusiasm.

"While using his good right hand to fight for the teaching corps of which he is the professional leader, his left hand must be devoted to fighting them. No matter what he does, he is certain to stir up resentment in some of them. If he promotes the most deserving, the favored one will not be especially grateful—he merely got what was coming to him, and the coming was slow; but the other eleven will claim that the promotion was made for pull rather than for merit. Individual teachers and principals, supervisors, and assistant superintendents meet the simpler situations arising in their respective jobs, but when there is a really hard nut to crack it is passed on promptly to the head of the schools."

I want to outline some of the conditions today which ought to be understood by intelligent citizens if the position of superintendent of schools in the large cities is not to be the worst job in America, remaining attractive only to the political and selfish opportunist who is alike impervious to professional ideals and the needs of America's children. In some cities the job in all of its ramifications has already become more political than professional—and the word *political* is used in its worst sense. Fortunately there are still many large cities in the United States in which there is a professional superintendent on the job, an able board of education, and an intelligent and interested citizenry who appreciate the necessity of having a good school system and are willing to invest money and thought to have it.

As superintendent of schools in Pittsburgh, Pa., for three years it was my privilege to attend semiannual informal meetings of the superintendents of schools in these large cities. Without speeches or program, the superintendents discussed problems of mutual concern in their effort to arrive at the best solution. By conversation, observation, and correspondence I know many of their current problems intimately and it is from this experience and knowledge that I write.

Multiple Control a Problem

One present element of difficulty in some of the large systems is that the superintendent of schools is not the single executive of the school system but one of two or more who are jointly responsible to the board of education. Pittsburgh had quadruple control for many years and still has dual control. St. Louis has for all practical purposes sextuple control. Regardless of all the arguments made in defense of such multiple organizations, and it is admitted that no particular form of organization will in and of itself solve all the difficulties, it seems hardly likely that any first-rate business or industrial executive would put up with similar conditions. An able individual wants to spend his time in constructive effort, not in wearing himself out "co-operating" with co-ordinate business departments. That may be a necessary part of political government but not of school government.

Fiscal dependency is another serious difficulty that still confronts some of the large cities. There is the argument in favor of the proposition that, since all taxes are levied on the same people, these taxes should be controlled by some central fiscal body. This

*President of the George Peabody College for Teachers, Nashville, Tenn.

is tenable unless one holds, as I do, that public education is by all odds the most important single expenditure of the tax dollar. To the extent that fiscal independence provides a better run system of schools, it follows logically that the taxpayers should have the unequivocal right to determine how much they want to tax themselves in order to support the schools. The fire department can demonstrate the need for equipment and additional firemen, for the simple reason that the insurance rate will go up if the department is not kept efficient. Unfortunately the full effects of an inefficient school system are taken out on the children, and the results are not immediately obvious. When the public schools are "integrated" with all other functions, one may expect the more vocal pressure groups of adults demanding special favors to prevail over the less obvious needs and urgencies of the school children.

Superintendency and Presidency

"The big city superintendency has one thing in common with the presidency of the United States — regardless of one's best intentions and the final decision made, only a segment of the people will be pleased by what is done. The job of a superintendent is to work with the board and to be responsible for policy and co-ordination. He can do very little else, excepting to a limited degree. It is because of this that the job is so hazardous, for it breaks down at the point of personal relationship. The personal touch must often be missing in a large city superintendency, and because of this the fine lines of communication which exist in a smaller situation cannot be nurtured. Due to this breakdown of personal relationships, the superintendent is often the whipping boy on whom the blame can be placed. Tax bodies and inefficient personnel can often lay their burdens on his doorstep. The superintendent is expected to be all things to all men, and to that extent he loses his effectiveness. Where large city school boards exist, such boards are subject to pressure both on an individual and a collective basis. To get out from under the pressures, members place the superintendent in the position of having to make decisions which, as stated above, cannot please all parties." So writes an experienced superintendent.

A serious problem is getting teachers and the public to understand and accept the generally agreed upon philosophy of education that motivates educational procedure. Mass education must meet mass capacities and needs. There must be many standards of performance and not the single one of verbal learning. There is no scrap heap on which to toss the inefficient learners, those who used to quit school and "help mother at home" or father on the farm or in the store. One very able superintendent made the mistake of assuming that teachers and people knew and accepted these statements, but teachers mutinied and newspapers castigated him, charging him with the general lowering of education standards and the deterioration of public education.

Recapturing the Professional Attitude

"The recapturing of the professional attitude toward teaching" is a problem in many school systems. More and more (not all) teachers have tended to become clock watchers. A superintendent thinks this reflects the influence of the labor movement within teacher groups and, he regrets, the capitulation of many school administrators to that point of view.

The chief drawback to the position of superintendent of schools, where unitary control by the superintendent does prevail, is the multiplicity of minutiae for which the superintendent is held responsible. The superintendent can afford to make very few mistakes and must have an intimate and complete knowledge of all departments of the school system, plus the ability to deal successfully with the public and with industrial, cultural, and educational groups. The man who handles the job must be blessed with a good constitution, an inexhaustible fund of nervous energy, a sense of humor, infinite patience, and a great deal of self-respect, according to this correspondent.

There is an unnecessary and wasteful loss of fine professional talent due to the requirements of the job which cause many of the

abler superintendents to die before their time. This physical and emotional attrition, which is the basic cause of early physical deterioration and death, is to an extent self-imposed, but frequently the communities demand it. Those who have known the former superintendents of schools, DeWitt Morgan of Indianapolis, Harold Bow of Detroit, and Ben Graham of Pittsburgh, will agree that they wore themselves out on their jobs. Perhaps less conscientious individuals might survive longer, but the children of a big city system need the services of a conscientious individual. It would be better if the citizens, understanding some of the demands which are made, would seek to protect the holder of this office, if only in the interest of having more effective and longer service from able individuals. It is not the long hours of work but the working conditions which ultimately maim the superintendent.

The Burden of Speechmaking

During my three-year period as superintendent of schools in Pittsburgh, I made over two hundred speeches. I did not do this from personal choice or for pleasure, although I enjoy making an occasional speech. It seemed to belong to the job and afforded an opportunity to gain a more sympathetic understanding for the cause of public education. Individual board members warned me against too much speaking, but usually asked me to speak to some "unusually important group." A politician seems to thrive on much speechmaking but the professional educator with other heavy demands soon gets "burned out." It isn't the twenty- or thirty-minute talk that gets him. It's the two to five hours of time consumed in getting from "portal to portal."

An ex-superintendent of schools of one of our large cities states rather pessimistically that the big city school superintendency these days no longer requires a trained educator. It needs a less competent man who is willing to knuckle down to the politicians. The race problem, the struggle with the unions, the difficulty of raising money in support of public education, the shortage of teachers, the public apathy toward its support of public schools, teachers' tenure, and lack of competent board members, are some of the factors which he lists as those responsible for driving men out of the school superintendency.

To another superintendent, the difficulty of satisfying the many pressure groups found in a large city is top on the list. Political groups, economic groups, social groups, educational groups, tax groups, and so on, usually approach the superintendent and frequently, in addition, the board of education, with their demands for changes, for new services, or for reduced services in the schools. All superintendents agree that pressure groups are more active today than ever before.

Some social workers and self-appointed advisory committees want to use schools and exploit children to promote their ideals and purposes. They learn to attack responsible school heads in an unprofessional manner or to by-pass their administrative judgment. The superintendent is continually fighting a rear-guard action to prevent including everything in school programs. Interracial tension is reflected in the schools. Well-meaning idealists make the superintendent the target for not moving faster than the general public will permit.

More Headaches

Another superintendent comments that his city is overorganized with "do-gooder business growing in leaps." No one would find serious quarrel with those legitimate enterprises, having for their purpose the raising of the cultural level of man and the alleviation of his ills, but when these do-gooders insist on having the schools teach their particular ideas and doctrines to the exploitation of children they become serious pests.

The superintendent of one of the largest cities of this group lists as the most exhausting part of his job "having to deal with pressures, multitudinous in number and varied in nature, without fear or favor, yet fairly, with courtesy and in the best interest of public education." Clearly here is a job which requires the

How the Akron Board Serves Its Community

*Otis C. Hatton**

Serving without pay, the Akron board of education illustrates the governmental efficiency that can be attained in a democracy. To manage and give direction to an educational system which has 40,000 pupils, 1772 professional and nonprofessional staff members, and an operating budget of more than eight million dollars is indeed a great obligation. Nevertheless, this is the task placed in the hands of seven citizens elected at large by the people of Akron.

While our board members represent varied professional and business interests, each is a contributor to the community through his or her work for civic, social, religious, cultural, and educational improvement. More specifically, they carry a dual responsibility; namely, to see that funds are wisely spent, and of more importance, that the educational program is continuously strengthened.

The study, formation, and approval of policies governing the schools are important functions to be performed. Much time and labor

*Superintendent of Schools, Akron, Ohio.



Board of Education, Akron, Ohio.

must willingly and generously be given to the business affairs involved if the schools are to be conducted as efficiently as a well-governed corporation. The board employs a professional staff to carry out the educational policies and holds this staff for results.

The members of the Akron board who are making a fine contribution to the life of the community are; Mrs. Anne T. Case, president; Kurt Arnold, vice-president; Mrs. Chester F. Conner; Clarence Foust; Walter N. Kirn; Paul N. Sanderson; and Willard Swiberling.

grace of a saint and the persistency of the devil. He adds that every staff has its prima donna; if you have a large staff, you have more than one, and you have vexation on vexation.

All pressures facing the superintendent of schools are not from the Economy League or from groups of citizens outside the schools. There are warring groups among the teachers, frequently the two major groups being composed of the teachers' union on the one side and the professional organization on the other. In some cities there are as many as twenty or thirty separate and more or less disparate groups of teachers, usually organized together for the purpose of advancing some particular special interest. No matter how sincere all of these organizations may be in their ideals and in their efforts, the impact on the superintendent of schools is continuous and not always constructive.

In one city difficulties listed include the large parochial school attendance, the conservative citizens, real estate values which are steadily deteriorating, a steadily mounting Negro population with all of the pressure which this entails, the tendency of the state to drain off much of the city's wealth for general state purposes, a relatively low return from the state to help the city public schools, a powerful rural legislature, an almost rigid tenure system. Fortunately not all of these particular difficulties affect all of the 46 cities.

Agreeable Aspects of the Job

Like any other job, there are pleasant and agreeable aspects to the big city superintendency. Conscientious members of the board of public education do have honest differences of opinion, yet, on the whole, most board members are for the best interests of the school and are not wittingly trying to embarrass the superintendent of schools or his program.

Faithful service as a school board member is undoubtedly a high form of civic service, one unpaid for by salary or recognition, and in which one receives gratuitous criticism. The men and women serving as members of school boards are, for the most part, high-class individuals, a group far above average attainments in education, civic leadership, and in their own profession. During the past generation or so there has been developed for the first

time a body of techniques and some science in the profession and art of school administration. The beginning board member is necessarily an amateur in the field of policy making for a huge school corporation.

To function effectively in the long run, it is terribly important that board members agree on sound policies of school management and *stay agreed*. The school superintendent and his staff of professional members of the school system are on the job all the time. To do their best work, they need effective and harmonious support. Time for debate and discussion and disagreement is in the formative period of the policy and not after the policy has been adopted. A quick change of opinion on the part of a board member or several board members is quite disconcerting to an administrator who has carefully formulated his own policies in the light of what he thought was the prevailing matured opinion of the board. That he himself should be thrown off his stride as it were, is only a bit of personal discomfiture which he must, in common with other people, learn to take; but it is good for the boys and girls, the school system, and the citizens to have well-defined policies adhered to over a period of years.

Political Favoritism Can Be Eliminated

Fortunately, too, there is evidence that big cities can eliminate political favoritism under which children become of secondary concern. Outstanding is the case of Chicago. For some years there was general agreement among leading educators that this city was probably second to none in its political administration and mal-administration of what had been and can be again a great public school system.

When things finally got bad enough, an awakened citizenry, which was fortunate in its leaders, was able to clean house, to establish a single executive instead of the old dual control administrative scheme, to select an able and professional superintendent of schools, and to develop a program and support it. The case of Chicago is refreshing evidence that battles can be won; and if enough of these are won, a more enduring base for an effective public school system can be established, even in our larger cities.

Unfortunately for the big city school systems, the average businessman, when he thinks of public schools in terms other than taxes, too frequently thinks of them chiefly as a business operation. Mentally he whips out sound policies, imagines how he would run the schools along business lines, and wonders why they are run as they are. If his resentment has been aroused by some seemingly unwise decision by the school system affecting his own personal affairs, he first would fire somebody. A big city public school system is big business, but is sharply different in purpose and operation from private business. The board member must learn that a fine education is the primary purpose and that one of his greatest opportunities is to convince the public that it is a political (in the best sense) enterprise of great significance — an investment dedicated to better lives and better living.

What can the interested and intelligent American citizen do to strengthen the public school system in a large city? First of all, I think he should understand clearly the unique character of our American system of public education. In a certain sense, it is The Great American Venture. It is based on what might be termed a calculated risk that if all boys and girls are given an opportunity to develop their talents and tolerances and good will the United States will be a better place in which to live, and there will be a flexibility and a reasonableness almost entirely unknown throughout the age-old conflicts of Europe. It may be seriously doubted if any real religious liberty is probable in any country where education is not free and open to all.

Politics Must Be Eliminated

The intelligent citizen must understand that the public school system ought to be kept free from ordinary politics. I am using the term *politics* here in the sense of selfish interests, whether they be those of the teacher's union, a political party, the professional teachers' organization, the National Association of Manufacturers, the Economy League, the labor unions, or any other separate group which endeavors to use the public schools for selfish purposes rather than for the elevation and benefit of the entire public.

No one would ask citizens to become uncritical of the management or workings of the big city public school systems. The sincere critics who honestly want better public schools can be separated fairly easily from those who do not believe in public schools and who, in their criticism, seek to harm or impair their usefulness. The latter group of critics are concerned with keeping the tax rate low, and in certain instances either by positive intent or by an attitude of complete disregard, are willing to see the schools run by a weak and inefficient superintendent and the policies set by a vacillating board of education, afflicted with internal dissension and no sincere desire for peace and harmony.

Naturally sympathetic with the superintendent of schools and his problems, I do not favor lifetime tenure for the position. An appointive term of from four to six years after he has demonstrated proficiency for a period of from two to four years seems

better. I do want the intelligent supporters of the public school system to back the superintendent to the limit or else get one they can back. The citizens will not believe that everything the superintendent does is wise. But they should maintain a sympathetic attitude toward him, knowing that no chief executive of a public school system can avoid mistakes.

Newspapers and the Superintendent

The newspapers have not always attempted to make any great distinction between their treatment of the public school system and other branches of municipal government. Admittedly there is not much ground for distinction if there is no difference in the way these systems are run. But it is so terribly easy for a newspaper which wants news and sells news and makes profit on news to aid and abet the production of news at a school board meeting where there are nearly always some individuals who like to be on page one. It is distressingly easy for a newspaper to slant the news against the superintendent of schools and his policies, and furthermore to do it with an air of great righteousness and civic nobility. On at least one occasion as superintendent of schools I found it necessary to call the editor directly and ask him to put in the paper a statement exactly as I had written it, adding that he was free to comment in any way that he saw fit on what I said but that I wanted what I said put in there without bias or slant. He was nice enough to do it. Not all editors are.

If I have painted a picture of the difficulties of the big city superintendent's job, it has been not to arouse pity or undue sympathy but to show the importance of the position in preparing young American citizens for the difficult decisions ahead. Critics are correct when they say our education has not been good enough to date. But the same critics are likely to depend too greatly, perhaps solely, on arousing the Parent Teachers Association, getting parents to demand better schools, or on more generous fiscal support, without seeing that only sustained and devoted professional leadership can in the end translate all these desirable means into the end of better taught children.

The Key Figure

The key figure is the superintendent of schools. An able executive and fine humanitarian is needed. Such a man will provide constructive, democratic leadership, given reasonable working conditions. A sorry man will directly or indirectly block the efforts of both teachers and laymen.

Whether the big city gets this able man depends on many factors. In the next article I will compare the city superintendent's job with respect to pay and responsibilities with somewhat similar positions in the world of industry. The big city superintendent has not shared fairly in the general increase in salaries. He needs more money to compensate for his shorter life but he needs also the recognition of the value of his position which comes with better salaries.

How Do Your Teachers Rate?

*W. Edward Young**

Do your teachers —

1. Plan class work thoroughly?
2. Teach in an interesting and challenging manner?
3. Set up class objectives with the children at the beginning of each term?
4. Mark papers conscientiously and return them promptly?

*Principal, Fielding and First Street Schools, South Orange and Maplewood, N. J.

5. Keep informed regarding the complete background of each child in the class?
6. "Play fair" with each pupil?
7. Respect the rights of each individual?
8. Admit their own mistakes?
9. Talk over class problems with the pupils?
10. Try to prevent "incidents" from happening?
11. Provide a regular job for each child?
12. Use praise frequently when deserved?
13. Refrain from using sarcasm?
14. Laugh with the children frequently?
15. Avoid disciplining a child in front of others?
16. Educate for self-discipline?
17. Provide work for each child on his own level?
18. Only make statements that can be carried out?
19. Refrain from using monitors as "policemen"?
20. Have their pupils write *them* a report card?

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Critical Suggestions for—

Goals in Financing School Building Construction

E. D. Jarvis*

In completing a study on "Methods of Financing School-Building Construction in the Forty-Eight States,"¹ it was necessary for the writer to attempt to provide some theoretical basis for the planning which must be done if states are to provide adequate and sound bases for legislation to finance school-building construction in the future.

The need for the establishment of commonly acceptable goals was apparent because of: (1) the rapid increase in the provisions now being made for different methods of financing school buildings; (2) the wide variations in the traditional methods of raising money for school buildings by means of bond issues in local school districts; (3) the great lack of uniformity in the special nonbonding methods being attempted in 21 states; (4) the lack of agreement on general principles which have been advanced by the numerous writers in the field of school finance and business management; (5) the marked disagreement among the various state departments of education concerning the methods which are required and wanted.

Goals Submitted to Specialists

The sixty goals which were finally submitted to specialists in the educational field for their judgment were obtained from an analysis of literature on school finance from factors common to several of the new nonbonding state plans, from factors common to older methods of raising building funds from bond issues, loan funds, reserve funds, and special legislative appropriations, and from replies of state officers of education.

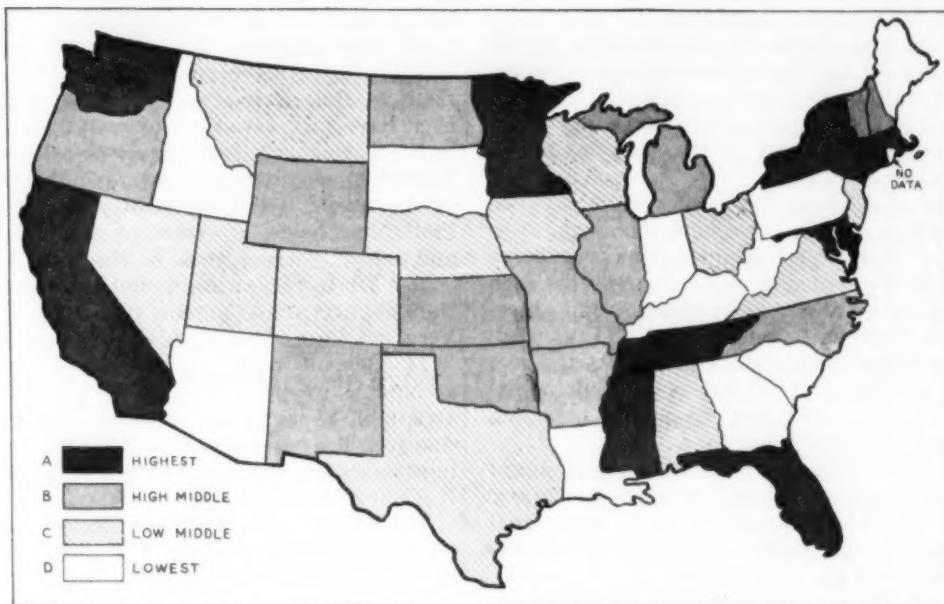
The sixty goals were classified under the following headings: (1) General Goals (11 goals). (2) Goals in Federal Financing (4 goals). (3) Goals in State Financing (15 goals). (4) Goals in Local Financing (30 goals). (a) School District Bonds (22). (b) General Local Goals (8).

The goals were not regarded as being of equal importance, nor were they rated on relative importance. They did not apply to all states nor did they apply to any one state.

While it is not inferred that state plans should attain any great degree of uniformity, it does seem that a general acceptance of some few principles from this list of goals, or others to be developed, is desirable

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¹E. D. Jarvis, "Methods of Financing School-Building Construction in the Forty-Eight States," Columbus, Ohio: Doctor's Dissertation, Ohio State University, 1948.



State provisions for achieving goals in financing school construction vary sharply in every major region.

if the states are to attain equality of educational opportunity as far as schoolhousing is concerned.

In rating the sixty goals, the educational specialists gave the greatest acceptance to goals stated in general principles. Local goals were rated second in general acceptability. Federal goals were rated third, and the state goals were given the lowest vote of approval.

Using these sixty goals, which were rated by the educational specialists, each state was rated by the author on the basis of the goals applied to the legislation in effect in each state for raising funds to finance school-building construction.

Summary of Specialist's Opinions

An analysis of the acceptability of the sixty goals as recorded by the judgment and opinion of the educational specialists in school administration shows that these specialists:

1. Do not favor reserve funds but they agree that such funds, if used, should be carefully controlled.
2. Favor large taxing units.
3. Are not strongly in favor of distribution of state funds to districts where consolidation is urged or approved.
4. Are not strongly in favor of distribution of state funds only to those districts which are of sufficient size to ensure economy.
5. Favor the equitable distribution of
- state funds to local districts from sources outside the local district, if such funds are to be made available.
6. Favor flexibility in sources of school-building revenue as a principle but are reluctant to endorse it fully until a definite plan or method is available in complete form.
7. Are skeptical of varying limitations on the amount of bonds which a school district might be permitted to issue.
8. Oppose the inclusion of limitations on school bonding processes in the state constitutions.
9. Favor the inclusion of provisions for bond limitations which vary with the type or classification of local districts within a state.
10. Oppose making local school bond debt a state function.
11. Do not believe that state loan funds are of any great value as a source of funds for school-building construction.
12. Favor the establishment of divisions of schoolhouse planning in state departments of education as a prerequisite for desirable school-building planning.
13. Favor the disbursement of federal money directly to states and the distribution of it to the local districts by the state departments of education.
14. Favor an equitable distribution of the financial load of school-building construction, among governmental agencies, based on financial ability as well as need.

15. Do not favor short-term bond issues under present conditions.

The goals ranged in acceptability to the experts from a high point of 98.8 to a low point of 39.4 per cent. The median score by the experts was 80 per cent of the maximum.

Analysis of State Practice

An analysis of the scores of states on 42 of the 60 goals shows that:

1. The degree of acceptability of the goals by the specialists does not compare, in any very apparent manner, with the scores given to the states according to the practices followed by the states as shown in this study.

2. Relatively few states have adopted state financing for school buildings.

3. The expert group considers it desirable, if state money is distributed, that such money be allocated by means of an objective formula based on local ability, need, and effort. Few states use this basis.

4. State practice and opinion of the experts rate very low the state's assuming local school-building debt.

5. Distribution of state funds to local districts large enough to practice economy in school-building construction was a goal rated in the middle group both by the experts and by state practice.

6. The experts favor divisions of schoolhouse planning. Few states had such divisions.

7. Approval of plans by the division of planning was rated low both by experts and in practice.

8. The experts ranked of moderate importance the goals having to do with the responsibility of the state division of planning for assisting in determining local plans for school-building finance. Actual practice was very low in this respect.

9. The experts consider it of little importance for the state to limit the total cost of school buildings. A large number of states disbursing state funds, however, do not limit the total cost.

10. The experts rated of moderate importance the limitation of the state's maximum contribution. The rating of the states gave it the same value.

11. Grants by the state to encourage consolidation were not favored by the experts. However, several states where state funds are available make such grants.

12. Prompt state aid for emergencies was of average importance to the experts and was rated the same way by state practice.

Ratings on Reserve Funds

13. Reserve funds were not highly approved by the experts and they rated average by the states.

14. Loan funds were considered of little importance by the experts and were used by only a few states.

15. Goals having to do with local bond limitations were rather uniformly rated high by the experts and by state practice.

The experts, however, considered millage limitations on school-bond payments as a goal of moderate importance. State practice in this respect was relatively higher.

16. The expert group rated variability in assessed valuations high, but the attainment of this goal was very low in the states.

17. Constitutional limitations were not generally acceptable to the expert group. Many states, however, have them.

18. The experts favored limitations which vary with types or classifications of districts. Relatively few of the states, however, have such variations in limitations.

19. The experts do not favor bond terms limited to maximums of one half the life of the school buildings. Most states have limitations below 25 years as maximums and many limit the terms to 20 years.

20. Ten to 15-year maximum bond terms were not acceptable to most of the experts. Very few states have such short terms.

21. General local goals were moderately acceptable to the experts. They were less acceptable to the states. One exception was the goal suggesting careful regulation of reserve funds. The experts favor this goal. It is not ranked high.

The highest ranking states achieved only 65 per cent of the possible score, while the lowest state received only 21 per cent.

Plan for School-Building Finance

Now by using the approved goals, it is possible to describe a plan of school-building finance which would have the following characteristics:

1. The federal, state, and local governmental units should share the cost of school-building construction.

2. Federal money should be disbursed to the state departments of education on the basis of school-building need, and the amounts should be partially determined also by the ability and effort of the states.

3. The right, duty, and function of the Federal Government should not extend beyond provision for a specified portion of the state's needs.

4. All needs should be based upon a formula or minimum foundation level of acceptable building requirements as to size, quality, and geographical location so as to ensure economy, adequacy, and prompt adaptation to changing state and local requirements.

5. The state should disburse funds to local districts entirely on the basis of need as determined by financial ability and willingness to pay. Such funds should be supplied to an extent which would bring local school buildings up to a minimum standard of safe and satisfactory housing for the school children.

6. The distribution of state funds should be based also on economical, efficient, and satisfactory districting methods which would provide units of sufficient size to ensure equal educational advantages to all children.

7. State divisions of schoolhouse planning in state departments of education should help in determining needs by means of school-building surveys and should assist in providing for the fulfillment of the needs by supervision of plans, financing methods, and actual construction.

State Contribution to Local Programs

8. The state should determine its maximum contribution to local programs but should not limit the quality of school buildings which local districts might be able to provide because of varying financial ability, as long as the construction meets minimum standards.

9. The state should provide funds for additional help to newly formed districts where the building load of local finance would be excessively heavy.

10. State laws should encourage the accumulation of reserve funds and rigidly regulate the investment, expenditure, and use of such funds so that misappropriation or unwise use of them would be as impossible as the misuse of other funds held by the local districts.

11. The state should make it possible to invest such funds in a state controlled fund. Proper interest could be paid and the funds could be made available to other districts on a loan basis. The cost of operation of such a state reserve fund would be low and interest rates paid by borrowing districts could be lower than loans offered to the public.

12. Such state funds should be based on as sound actuarial procedures and administered with as great efficiency as are the many state retirement funds now used in the various states.

13. No district should be permitted or find it necessary to carry on continuous methods of refunding its debt. Instead, by dividing the load of school-building finance among the federal, state, and local sources, by promoting the accumulation of reserves through regular depreciation plans, and by permitting districts to pay off bonds issued at relatively high rates of interest if local conditions permit, the local districts would find it possible, over a period of the next thirty or forty years, to reduce the total cost of buildings.

Financing Building With Bond Issues

14. In financing school buildings by means of bond issues, the following procedures should be followed if the above conditions are placed in effect.

a) Bonds should be approved by simple majorities of all voters.

b) There should be limitations on the following conditions, but they should not be constitutional limitations: (1) The total amount of bonds a school district could have outstanding at any one time should be limited. (2) The total amount should be in an aggregate amount rather than in a stated mill levy. (3) Assessed valuations

(Concluded on page 88)

Base Your Public Relations on Human Relations

William M. Lamers, Ph.D.

(Concluded from April)

11. Treat All Alike. A minor writer long dead, and, I trust, not identifiable, once asked me to do a biographical article of him, and turned over much correspondence to me. I was struck with its wide variation in tone. He crawled to those from whom he sought favors and was violently discourteous to those who sought favors from him. My stomach did not permit me to paint the two-faced portrait of someone who in Shakespeare's phrase, "crooked the pregnant hinges of the knee where thrift may follow fawning." Instinctively we all stand for a square deal.

Let us remind ourselves here that the human relations between teacher and pupil in the classroom, of principal and pupil in the office, do much to determine the adequacy of the public relations of schools and community today and, even more, tomorrow. Children are deeply sensitive to justice or injustice. They do not resent differences of ability as much as grownups might imagine. But they do resent an unequal distribution of rights and privileges. No one to my knowledge has ever attempted to measure the influence of children's table talk upon parents' opinion of schools. But—I speak as a parent—it must be enormous.

We should never forget, moreover, obvious though it seems, that the child of today is the citizen of tomorrow. Anyone who meets large numbers of parents will support the statement that what they think about schools and school people depends to an amazing degree upon whether they found Principal Holzbauer or Murphy or Miss Nelson generally fair or kindly, or interested in each of them or not. It is a truism of psychology that we know what we have lived.

I would not say that the equal distribution of justice and favors is always easy. I know of one small town superintendent who refused to give special dispensations to the family of the president of his board. He gained the respect of the community but at the expiration of his contract he lost his job. So did the board president at the next election.

It is my observation, limited both in time and area, that the schools are in the van in making the democratic concept of equal human dignity and worth prevail in a society that fortunately is becoming increasingly classless. Most middle agers whom I have questioned agree that talk of "teacher's pet" has virtually disappeared among children. The absence of the phrase is symptomatic of a changing fact and argues another improved basis for school human relations.

12. Build Good Will Through Casual Contacts. Never sell short the importance of casual contacts in human relations. Individ-

ually such contacts may not seem to amount to much. Collectively, over the years, they may determine whether our school has hundreds of friends and defenders, or hundreds of enemies.

As a guide in granting small favors Milwaukee's late Superintendent Lowell P. Goodrich gave me this wise counsel years ago: "If you're going to do something anyway, you might as well do it cheerfully." I have seen

For schools and school people good human relations are a must for good public relations.

Here are 19 ways in which you can improve your human relations:

1. Keep detached.
2. Act like a social grownup.
3. Give customers a chance to be reasonable.
4. Think, speak, and act charitably.
5. Be polite.
6. Mind your tongue.
7. Let the other fellow talk.
8. Watch your telephone manners.
9. Control your pen.
10. Observe the niceties.
11. Treat all alike.
12. Build good will through casual contacts.
13. Create good will in advance of need.
14. Set child welfare above minor administrative machinery.
15. Conform to certain community mores.
16. Create a polite front.
17. Don't defend the indefensible.
18. Get to know your people.
19. Mind your own business.

requests granted grudgingly and unnecessary enemies made. I have likewise seen requests refused with courtesy, and friends made.

One of America's outstanding young personalities is Robert W. Hansen who at the age of 32 was national president of the million member Fraternal Order of Eagles. I asked him to what he ascribed his success. He answered, "Whenever I have a chance to meet another man, I have a chance to make a new friend."

13. Create Good Will in Advance of Need. I remember the shrewd advice of a university professor who used profitable side lines to make fame and fortune through the depression. "My friends help me," he said. "But if you ever plan to use your friends, make them ten years in advance of need." I contrast him

with an acquaintance who was running for public office. "I wouldn't vote for him," I heard a man say. "He knows me only every four years, just before election time."

14. Set Child Welfare Above Minor Administrative Machinery. You have a wise rule which forbids entry into your building before 8:25 a.m. except to special help students. But it is misting—or raining—and children are getting wet. Do you temper the shelter to the soaking child or do you stand in the comfort of the office peering alternately out of window and at the clock?

Rules are important, necessary. But when school people hide behind tremendous trifles, scruple over legalistic interpretations, observe the letter and forget the spirit, they are likely to get themselves roundly criticized. The great rule of education is and must remain, "Thou shalt take care of children."

15. Conform to Certain Community Mores. We school people swim in a well-lighted goldfish globe. We may squirm about it, object that we have the same right to our private lives as molders or brewery workers, but we well know the answer. Teachers must not be seen in certain places. Teachers must not drink certain beverages in public. Teachers may chew tobacco, provided they do not spit. Teachers can't join certain organizations.

To be more specific: Mr. Jones must not have discolored fingernails. Miss Green must wear stockings in school—and for her to sport open-toed shoes that display red toenails—*horrors!*

—But I don't want to get into this grundy business. On this drawing the color line on races, religious, political preferences, a couple statements should suffice. That teachers shall give unfailing example of good moral living must be a minimum requirement. That professional people should be at the mercy of the narrow whims of gossiping small town grannies is an obstacle to professional working and recruiting. That conformity to local mores—including senseless prejudices—is of tremendous importance in human relations goes without saying. To some of this business there is no simple answer.

16. Create a Polite Front. This injunction applies especially to offices. Organize your office machinery so that politeness becomes easy and inescapable. There was nothing wrong with the heart of the principal who inadvertently permitted a father, who had been called in for a conference concerning an erring boy, and who had taken off from work, to sit in the outer office for three hours cooling his heels. After all, the principal was busy, did not leave his office, and was not told that the father had arrived. There was nothing wrong

with the two new full-time and three part-time secretaries who wondered why the principal did not call the father in. But there was something wrong with an office routine that permitted a costly courtesy and brought a properly irate father to the next level of administration screaming that, "Schools apparently don't care whether a laboring man works or not. School people are all impractical. Some of them ought to go out and get a real job and they'd find out how hard it is to support a wife and seven children, etc., etc."

With shifting personnel it is wise for administrators occasionally to make a dry run to determine the operation of office routine. One of the ancient, persistent, and widely held beliefs against governmental offices is that "they give you the run around." I know that there is little of this in school offices. But I think that where it is necessary from the nature of a case to refer it to another agency or person or to many such, we school people should make a special effort to explain to our clients the reasons for such multiple reference. It is not hard to say, "Mrs. Jones, I wish I could take care of all this for you right here and now. But the matter is in So-and-so's department. Now do you understand why? — Good. I am calling So-and-so now to make sure that he will be able to see you, etc., etc."

17. Don't Attempt to Defend the Indefensible. The wisdom may be ancient but it was new to me. As a young university administrator I made a whopping mistake in a student's schedule. The error did not come to light for a couple of years and then might have blocked graduation. I discovered it myself. I had the normal instinct to rationalize, to blame others, to cover, but I choked down my embarrassment and went to see my superior officer who alone had the power to clean it up. I said, "I made a mistake. I don't know how or why it happened. I know I didn't want to make it. It was an error of the head and not of the heart. Will you please help me to prevent an injustice to an innocent party?"

The wise old man said, "Bill, the only way to avoid mistakes is to do nothing, and that is the biggest mistake."

Then he took a pencil from his pocket. "This thing has two ends," he said. "One to work. The other to correct. Now if the manufacturer didn't know that everybody makes mistakes he wouldn't have included the eraser. I hope you'll keep on working and admitting your errors."

We have some understandable and occupational temptation in our profession to assume infallibility and impeccability both, to parade knowledge where it is lacking, and to defend conduct where it is indefensible. I doubt whether such assumption fools anybody very much, or contributes to comfortable human relations. I have watched a master teacher of teachers stimulate a fourth-grade class to ask him a question to which he could bluntly answer, "I don't know. But I will look it up and the next time I see you I will check my information against yours." And I have heard a superintendent say, "If you'll give me the facts we can look at this calmly together. If

we were wrong, we'll be the first to admit it and to make needed amendment. We all make mistakes and, of course, we want to correct them if they are shown to us so that people do not suffer unjustly."

18. Get to Know Your People — and that not in a shrewd or superficial way, but with a friendly, sympathetic understanding that makes for affection and tolerance. Justus Castleman, principal of Milwaukee's Pulaski High School said something a couple of years ago in commencement remarks with which he concluded a lifetime of outstanding professional and human service to schools. I can still hear him: "The older I grow the simpler the great truths of human relations seem. . . . People are good rather than bad. They are universally decent if you give them a chance. The more you know people the more you respect human nature. . . . In my long life I have only met a couple of people whom I didn't like. I am afraid I didn't know them."

A Milwaukee elementary principal recently had an interesting experience. A loud voice from the outer office announced that its possessor was bent on committing mayhem on the principal because of something the school had or had not done for or to his child. The irate father bounded into the office, took one look at the principal, broke out in a wide grin and said, "It's you. I always wondered what happened to my old teacher at Boys' Tech." Said the principal, "It's you. I always wondered what happened to my star pupil." Then for 15 minutes they spoke calmly about old times. Finally, the principal asked, "Didn't you come to see me about your daughter?" "Sure," he said, "I was kind of mad; but as long as it's you, anything you decide is O.K. with me."

Parent-teacher associations, home visiting, teacher-parent conferences, lay-professional meetings — all help to bring about better human understanding between served and serving in the schools. But we must not mistake mere acquaintanceship with understanding. Contact is the clue to the former; sympathy to the latter.

19. Mind Your Own Business. Forty years ago my second-grade teacher sent one of my small friends home with a note to his mother telling her to make his shirts out of some other kind of material because the colors got on her nerves. The old residents of that neighborhood are angry at the teacher — long dead — and the school — long diverted to other uses.

In practical situations it is sometimes difficult to locate the precise point where neighborliness ends and nosiness begins. The problem is much complicated by the fact that we have grown — and rightly so! — progressively conscious that home and school must work together to do the best job for the child. The fact that they are co-operators in the limited area of the child's education, however, does not mean that school folk have the unqualified right to peer into family intimacies, to pass judgments on family relationships, to set budgets, to determine family size, to select interior decoration, to plan family meals, to determine family entertainment, to occupy family closets and familiarly rattle family

skeletons. I heard a principal say in a convention speech that he suspected that in some of the homes from which his children came the mothers smoked, and he was bent on reaching these depraved ones by conducting a campaign among their children. He further observed that some of the fathers probably drank beer, and he was working on the children to end that practice, too. Well — ?

To repeat, none of this is new: We all need sensitization to social situations, a kind rather than shrewd knowledge of human nature, social skills that make it is easy for us to be our competent, thoughtful best selves, and difficult for us to be our worst.

I was looking through an old but excellent textbook on oratorical composition the other day. It drew largely from the ancient rhetorical theorists and writers. Among many good things, under the title "Oratorical Precautions," I found the following:

"Oratorical precautions are such special precautions as the orator uses to avoid giving offense in circumstances of peculiar delicacy. When we are compelled by necessity to blame our hearers (a) we redouble our kindness; (b) we put the most favorable construction on their actions and their intentions; (c) we limit the blame to as few persons as possible; (d) we blame with evident reluctance. . . . With regard to opponents, we should remember that we can never hope to persuade those whom we offend nor their friends nor their followers. A skillful speaker rarely gives reasons for offense, even to his enemies, much less to any others."²

O Wisdom venerable but ever new! Even the Greeks apparently had a name for it.

²Coppens, Rev. Charles, S.J., *The Art of Oratorical Composition* (New York: Schwartz, Kerwin & Fauss, 1885).

EAST SYRACUSE MARKING SYSTEM

In order to meet the needs of students in the secondary school at East Syracuse, N. Y., it was realized that the organization and machinery must be geared to provide for the practice of the philosophy. The present marking system adopted upon recommendation of Principal T. I. Stewart, is designed to encourage each pupil to do as well as he can and to allow each teacher full opportunity in meeting the needs of the students.

All students receive two marks. One mark is for achievement and the other for effort. Achievement marks are numerical if the pupil is working for State Regents credit; they are by letter if the pupil is working for local credit. All student effort is indicated by letter and is related to the student's abilities. Each student can experience satisfaction and success by receiving a passing grade if he makes a sincere effort to do what he can.

Pupils who fail are those who are not improving in accordance with their respective abilities. The level of expectation is arrived at by the classroom teacher and the guidance department, which has accumulated information about the pupil from the time he entered school. This information includes general background, school achievement, testing results, and anecdotal records from previous teachers, as well as the student himself.

All efforts of the faculty are directed toward guiding and helping students through the junior and senior high school. High school students receive a local diploma. Those who earn Regents Credit receive, in addition, a State Regents diploma.

Steps in Selecting a Superintendent

Harlan L. Hagman*

(Concluded from April)

FOURTH STEP: INTERVIEW

A school officer as important as the superintendent of schools should be elected only after one or more personal interviews with the board of education. A formal session should be arranged with the board's full membership present. No other business than interviewing should be scheduled. All candidates to be given final consideration should be present during the same meeting of the board. Interviews held on different days are hard to co-ordinate. If more than three candidates are to be interviewed, the board may need to schedule brief interviews with all the candidates during one meeting and more extended interviews on a later day with the two or three best candidates. Meetings held for interviewing candidates should not last longer than two hours. Longer meetings are wearing on the board members and details of the earlier interviews will be forgotten as the hours pass.

Planning Interviews

Before any interview is held, the board members should plan the procedure to be employed. The papers of each person to be interviewed should be carefully re-read and questions should be prepared according to the need for additional information. Since time would be wasted in having the candidate repeat information already given in the papers presented for him, the questions to be asked should be checked against the information now in possession of the board. The time to be allotted to each interview should be decided. From twenty to thirty minutes should be sufficient if no time is wasted. It may be that each member will want to participate in the questioning and plans can be drawn accordingly. However, if questions are prepared in advance of the interview, one member of the board may speak for all the members and keep the interview moving.

During interviews, care should be taken to keep the discussion directly on the business at hand. Some allowance will need to be made for introductions and for brief conversation to set the candidate at as much ease as possible in what must remain a formal and somewhat strained situation. During the interview individual members should refrain from demonstrating approval or disapproval of a candidate. Discussion of each candidate at the close of an interview should be brief, and general consideration should be withheld until all interviews have been completed.

*Drake University, Des Moines, Iowa.

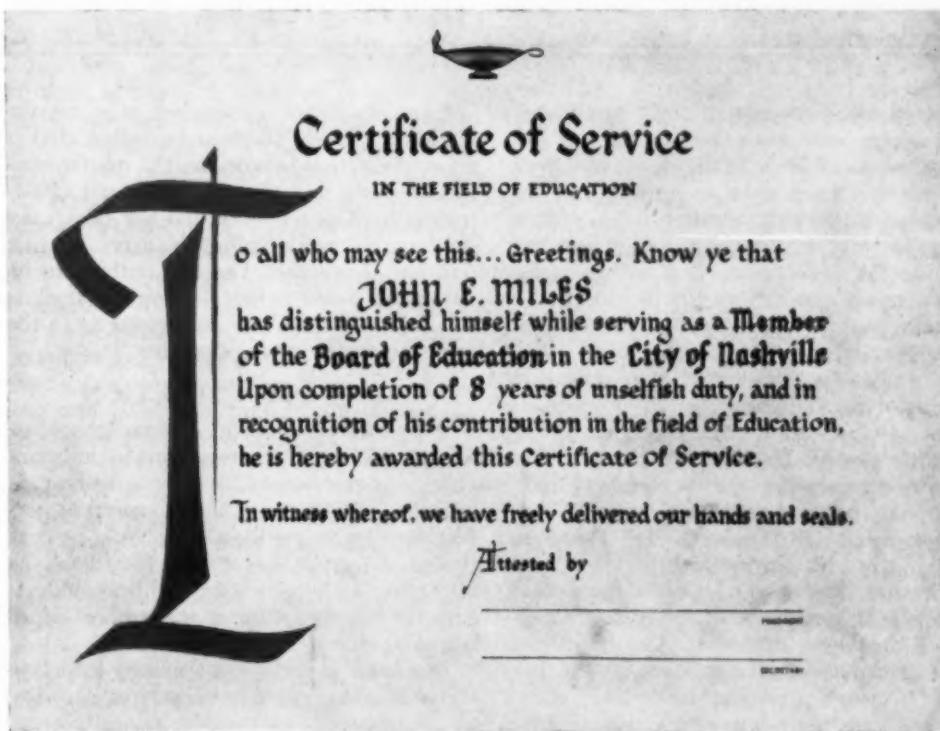
The personal interview affords the board opportunity to evaluate the candidate's personal appearance, poise, conversational ability, speaking voice, and general bearing. Some evidence of his probable leadership ability may be offered. Because a candidate's philosophy of education is ordinarily not to be discovered by reading the record of his training and experience nor necessarily by studying letters of reference, the interview usually provides the first opportunity for a clear statement of what the candidate believes to be important in education. Some understanding may be secured of the concept of the superintendency held by the applicant. He should appear to have an appreciation of the importance of the position he is seeking, and to have a satisfactory amount of self-assurance in his ability to perform the tasks which would be his to perform. Although the members should be aware of the possibility of being misled by first impressions and of being oversold by an air of confidence which might not bear up well under administrative routine, the board will find that the

personal interview is a step of primary importance in the five steps toward selecting a new superintendent.

Notations After Interviews

Following each interview, each member may note for future reference the candidate's responses to major questions and the member's reaction to the candidate at the time of the interview. The presiding officer may permit brief comments and short, general discussion; but he should not allow debate nor extended remarks concerning the candidate interviewed. Full consideration of the candidate should be reserved until all interviews have been completed. A five minute break between interviews should be sufficient to permit members to write their notes and to be advised of the next candidate to appear.

When all candidates have met the board, the board members in closed session should begin immediately the discussion of each candidate. To eliminate unnecessary discussion, the chair should call for suggestions at once as to applicants who may be



A CERTIFICATE OF SERVICE

School board members who have given long years of unselfish civic service frequently retire without any public recognition of their work. In order to help boards of education and other civic-minded groups overcome the difficulty of giving a proper token, the Herman Nelson Corporation, Moline, Ill., has prepared a "Certificate of Service," which may be obtained without charge from the home office at Moline, Ill.

The certificate, which is printed in two colors on parchment, is especially suitable for engrossing and framing. Copies may be had without any obligation.



Three former school board members of Hutchinson, Kansas, receiving citations for outstanding service.

Left to right: W. J. Graber presenting citations to former members C. Lee Detter, J. E. Conklin, and John C. Foster.

Citation for Public Service

W. R. Godwin¹

Recently, when three members of the Hutchinson, Kans., board of education did not run

¹Superintendent of Schools, Hutchinson, Kans.

for re-election after they had served eight or more years and because they wanted to make way for new blood, the succeeding board decided to honor them for the public service which they had rendered.

Since the members of the Hutchinson board serve without pay, and since each new member invariably says, "My, it is much more complicated than I realized! I didn't understand the true function of the board until I became a

member," it seemed proper to show some form of appreciation to the retiring members.

We were a long time deciding what was the best way to proceed, but finally agreed upon a *Citation for Public Service*. The forms were engrossed upon sheepskin and placed in leather covers similar to those used for diplomas. The wording of the citation follows:

**This is to express appreciation to
JOHN C. FOSTER**
for the public service which he rendered his community while serving on The Hutchinson Board of Education from August 7, 1939, to August 4, 1947. During his period of service numerous improvements were made in The Hutchinson Public Schools. Among these were improved business management, improved morale, and professional spirit among the faculty, the adoption of a program of postwar building, and the establishment of a year-round program of supervised recreation.

The awards were made at a dinner given for the board members and their wives. The recipients were so grateful for this expression of community appreciation that we decided to make it a regular practice. Certainly no form of public service is more deserving or less understood by the public than service on the board of education.

Subsequent citations will not be worded like the ones already given, but instead will list the solid educational achievements that have taken place during the service of each retiring member. It may be that this practice will have some value as a motivating force for continuous progress of the school system.

dropped from the list of final candidates. Discussion can then be turned to the strongest candidates. If the discussion leads immediately to unanimous approval of one candidate, then consideration need only be given to further interviews and visits concerning the one person. But if the discussion does not proceed so rapidly toward the elimination of all prospects except one, the board should adjourn at the point when the candidacies considered have been reduced to two. Disagreement is not serious unless debate becomes acrimonious. Nominations should be accepted as tentative proposals on the part of the members making them and not as pronouncements initiating a fight to the finish. Discussion in good faith with the welfare of the school and community in mind should not end in a feeling of victory on one side nor a feeling of defeat on the other. The desire for swift termination of discussion should not lead to ready compromise which often means that a candidate who is not the first choice of any member is selected because he has no great opposition even while having no strong support. If the discussion is narrowed to two candidates, all members should accept the desirability of electing one of the two on the ground that they are the two best candidates for the position.

The fourth step, interview, may be the stopping point of the board meeting at that time. If election is possible, the matter may be attended to before adjournment. Postponing final action until another time, may change a present unanimous agreement to a division of opinion. There is nothing to be gained in putting the election off if it is clear that all members are agreed as to the selection to be made officially.

FIFTH STEP: ELECTION

Whenever possible, even when school law permits election by other than unanimous vote, the election of a superintendent of schools should be by a board record of perfect agreement. Deliberation should be continued, within reason, to a point where the members are in agreement. This should assure the administrator of the support of all board members.

But there is little to be gained in delaying election indefinitely because of inability to secure perfect agreement. Minority opinion should be given full voice and respectful consideration so that election by less than a unanimous vote will not leave bitterness and continued opposition. The board member who champions a pet candidate against the opposition of his fellow board members may have to be defeated in the board's

election action. If he persists in his minority role up to the point of roll call on election, he may be invited to present a brief, final statement for his choice and then, if no other board member joins him, be asked to make the election unanimous with the consideration that his right to his minority opinion is respected. The best defense against the championing of individual candidates by board members is the recognition in the planning session of that possibility and the urging of all members to reserve judgment until the point of election. Face-saving will then be unnecessary.

Whether or not the vote is unanimous, the elected superintendent should be given the full support of the board, and the disagreements during election should be forgotten with the board's final action in the selection process. The successful candidate need not be informed which board members were in favor of his election and which were opposed to it. All board members may join in the sincere hope that the board's decision unanimous or not, will prove to be a wise one.

With the fifth and final step in the important task of finding a new chief school administrator, the board completes a series of actions whose effects will be great in the

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A Warning —

The Growing Political Reach for the Control of Education *Harry L. Stearns**

The American system of government which we believe to be the best mankind has yet devised, is based upon the theory that it is the divine right of man to govern himself. This high sounding phrase must be translated into action, and the struggle to devise a system which will make the instruments of government readily responsive to the will of the people for the benefit of the individual covers some of the most interesting and most difficult pages in the record of political science and philosophy. Indeed, the study of methods by which the will of great masses of people is formed and crystallized is a major treatise in itself.

The best system we have devised to date is representative government, wherein the people choose men whose business it is to test public sentiment and translate it into governmental procedures. These elected representatives we have come to call by the term "politicians."

In a highly realistic sense, observation leaves one to feel that the methods and motives which are characteristic of the politician fall into four main categories. First, he may follow the dictates of his own conscience. Secondly, he may by every possible device test the will of his constituents and subject his own conscience to what he feels his people want. Thirdly, he may delegate a substantial portion of his duties, responsibilities, and decisions to career men whose decisions are not subject to immediate public pressure. Fourthly, he may throw his conscience out the window, take a public be-damned attitude concerning the will of his constituents, dispense with the career men or subject them to his wishes, and resolve all his decisions by the single formula of political expediency.

When one recognizes that the true aim of political expediency is to be assured of enough votes to become elected and to maintain oneself or one's organization in office, it may be argued that political expediency rests solely upon the translation of the will of the people into action. There is a large measure of truth in the observation and one of the more comforting aspects of the American political system lies in the fact that the more experienced and the more expert in the art of politics, the more carefully is the ear of the person or the organization tuned to the strong, deep seated vibrations of public opinion.

On the other hand, the degree to which true public opinion is crystallized and translated into action by political leaders through the mere formula of political ex-

pediency depends in large degree upon certain variable factors. One of these factors is the balance between high, unselfish purpose and low, selfish, grasping greed in the make-up of the individuals who gained control of a political machine. It is obvious that the formation of a free, untrammeled public opinion may be thwarted and directed into evil channels by greedy, selfish individuals who gain control of a political machine.

The ultimate depth of debauchery and travesty upon human rights and freedom is reached when an individual or clique secures control and sufficient physical power to set up a police state, and by the exercise of force and fear utterly deny the people the right of self-expression. We hope that this debauch could not happen in free America. But if we think in terms of decades and generations rather than days and years, wise, farsighted men must constantly watch the seeds of dictatorship, which can sprout today and in the next generation produce a harvest of selfish power to grow fat and strong enough to destroy the ramparts of freedom which mankind through the centuries has fashioned and erected in the United States of America.

But long before we arrive at the utter debauch of a police state, there are other factors which through the formula of political expediency may lessen the degree of clarity and power with which the will of the people is justly formulated and expressed at the seat of government. To enumerate and elaborate upon all of these factors would require too much time in this treatise.

One of these factors, the matter of education, is so important to our present problem that it will be mentioned at the present time and elaborated later in this report. It is obvious that where people are illiterate or lacking in a virile interest in political affairs, or where they are ignorant of the perpetual struggle which history shows men have waged to secure and maintain freedom, or where they are indoctrinated by false political theories subversive to the interests of a free people, political expediency may take the form of actually thwarting free information of public will. The corollary of this is that a strong, free, untrammeled, educational system in a democratic society can become one of the greatest road blocks to the rampant destruction of human freedom by selfish men.

At this point it is time to leave this rather philosophic discussion of political science temporarily, and direct our attention to more immediate problems of our

topic — The Growing Reach for Political Control of our Schools. While it is possible to point out past sorry examples of political debauchery in certain individual school systems of America, both in large cities and in rural areas, nevertheless, by and large, a broad observation of the American educational system to date must lead one to the conclusion that the schools of America, from the days of the little red schoolhouse down to the present multi-million dollar high schools, has been singularly free from evil political influence.

This fact that the public schools of America have been singularly free from political manipulation has been no accident. It is difficult to imagine job hungry managers of political machines in their search for patronage overlooking the large number of public employees which comprise the teachers and professional officers of our public school system. While it is no doubt true that instances can be cited of job patronage and even of the levy of tribute to political machines, nevertheless, I call you witness that throughout the state of New Jersey and throughout all of the United States of America the school employees, particularly professional employees, have been singularly free from these influences. One may say that we have tenure laws and other protective legislation which have maintained this freedom, but I call you to witness that these laws have been enacted and maintained on the books by the very people who could profit in a political sense by the patronage offered in a public school. We can cite, for instance, the apparent freedom with which the State Commissioner of Education is able to appoint county superintendents, helping teachers, teachers college staffs, and members of the staff of the Department of Education with highly professional qualifications and presumably without interference of county and state political organizations.

The only explanation for the fact that to the present date political organizations have failed to pick this rich plum, lies in the high confidence with which the public has regarded the integrity and the effectiveness of its educational system to the end that political machines have recognized the danger of manipulation in the areas of personnel and curriculum of the public school.

Indeed, important instances can be sighted in which powerful and effective machines have obviously recognized that the best type of politics is to give the people good schools and to permit highly trained men and women to operate effective school systems without political shackles.

*Superintendent of Schools, Englewood, N. J.

Now it appears that this situation may be changing and there are those who fear that within recent months there have been indications that men in public office, the elected representatives of the people, are turning the grasp of political controls and political patronage in the direction of the public schools. I am not wise enough to determine whether this is true. If it is true, I am quite certain that for professional schoolmen the answer does not lie in recrimination against any individual politician or political machine. Rather is it important for professional educators to look to the defense of education where it has heretofore rested secure in public confidence. It seems clear to me that in long range perspective, the only secure protection of the public schools from political manipulation lies in the maintenance of this public confidence.

If I see any danger that the public schools are to be subjected to evil political influence, it lies in those areas where there may be a potential breakdown in public confidence, allowing political organizations through the formulas of political expediency to break into our ranks. First, there is the fact that effective school systems are increasingly costing more and more to meet this thing called inflation and to provide the necessary and essential services which the public is constantly demanding of the schools. While business and industry may pass on increased costs to the public by adding to the price of commodities, our only means of passing the costs to the public is through the ever sensitive tax bill. This has the effect of increasing the attacks of organized groups opposed to taxes, and of increasing the sharpness of vision with which the public observes the effectiveness of its schools.

Second, there is the ever present attack upon the schools for failure to teach the fundamentals. This attack can be translated into the better professional question — Are the schools by their present offerings and methods effectively preparing young people for life?

Third, there are several powerful groups which conscientiously and sincerely question the absence of religious and ethical training in the secular public schools.

Fourth, where our school systems are directed by weak and incompetent laymen serving on boards of education there is a tendency to break down the confidence of the public in the schools which they administer. This observation, of course, has its converse in the recognition that whenever strong laymen serve on boards of education, public confidence is improved.

Fifth, since the period of the great depression of the 1930's, there has been some shift of attitude on the part of teachers, who in their legitimate request for better salaries and better working conditions, have created impressions among some sections of the public that teachers are no longer interested primarily in rendering faithful



Lowell P. Goodrich

SUPERINTENDENT GOODRICH PASSES

L. P. Goodrich, 58, superintendent of the Milwaukee city schools died suddenly on March 28. He had attended a school board committee meeting only two hours previous to the heart attack which carried him away.

Mr. Goodrich came to Milwaukee in 1941 after having served as superintendent of schools at Fond du Lac for 17 years. He was assistant to Superintendent M. C. Potter, whom he succeeded in 1943. Educated in the schools of Ripon, Ripon College, and the University of Wisconsin, where he received his master's degree, he entered teaching at the age of 21 as instructor of chemistry at Wausau. He was successively superintendent at Phillips and Ripon until he went to Fond du Lac.

At Milwaukee he was highly respected as a patient, friendly, energetic, and sincere school executive. His leadership embraced both the supervisory and teaching staff, and the board of school directors.

service for the welfare of boys and girls.

The foregoing seem to be the more important areas where the defenses of public education can break down. Ample treatment of any one of them would require more time than is at our disposal, but they are areas which are familiar to all professional educators, and they demand attention for serious thought and study.

Returning now to the area of political science and theory, may I discuss the position taken by certain political theorists that in our system of representative government a political party or an individual, a governor, if you will, who is elected by the people must have under his complete control all of the agencies of his government in order that he may best carry out the mandate which the people have laid upon him by his election. Many of us can subscribe to this theory as it pertains to many of the areas of government, but we claim for public education the right to stand apart from the control of a political machine, or from any

given politician or elected representative of the people.

We make this claim because of the unique position which the public schools hold in the constitutional form of government in the United States. Earlier in this paper reference was made to the necessity that public education remain within the control of the people themselves as a vital and essential safeguard against the plunder of freedom by political hierarchies. It is maintained that an elected representative of the people, especially when he is an important and influential member of a political party, constitutes one step removed from the direct action of the people when compared with the close personal relationship of local boards of education to their neighbors in the community in which they live. If it is claimed that a state educational system must be under the immediate control of the chief executive, it follows that there must be something of importance within the structure of the state system to be controlled and the conflict is on whether the direction afforded by an elected chief executive over the long years will be an improvement over the existing controls exercised by local boards of education and a state board of education. When a state system of education involves the appointment of county school administrative officers, the direct control of teacher training, a large measure of influence and co-ordination between teachers and administrators of local schools, it is here maintained that such a system should not be under the control of the political party in power at any given time.

We cannot take too lightly that danger that when such control is granted there may be a lack of continuity of policy if the party in power is changed at frequent intervals; and we cannot take too lightly the graver danger that if the party in power is not changed at frequent intervals, the political henchmen of that party may become entrenched in key positions, and doctrines favorable to the political hierarchy in power but inimical to the public welfare may be inculcated in the curriculum of the schools.

This is not an attack upon the motives of any political leader either presently in or out of public office. It is a statement of a fundamental political theory to the effect that the freedoms of mankind are safest when there is an effective educational system operating close to the influences of the public will but independent of the political parties elected to carry out the civil functions of government. It is a doctrine of separation of powers which must receive the full attention of the people if attacked.

I close with a twofold plea to professional educators:

First, we must bend every effort to be sure that intelligent political leaders and the people of our communities understand the unique nature of public education in

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Maintain the Salary Schedule

A Superintendent's Letter

EDITOR'S NOTE: Earl H. Hanson, Superintendent of the Rock Island Public Schools, penned this letter to his board of education on the date given. In anticipating the usual complaints about teachers' salaries that attend recessions, he gives the board member crisp thumbnail arguments for just salaries for teachers.

February 16, 1949

Board of Education
Rock Island, Illinois
Gentlemen:

With the leveling off of the business cycle, we may, I presume, expect pressure to reduce teacher's salaries. That time has not yet come, but we should be forearmed. Hence you might welcome answers to a few stock arguments against the salary schedule. I would especially like to direct your attention to the following complaints which you are certain to hear:

1. Teachers are getting too much money. Throughout the state and the country teachers' salaries even today are not high enough. There is abundant evidence to support this statement — evidence produced and published by such conservative organizations as chambers of commerce.

2. Teachers work only nine and one-half months; therefore, pay them less.

That's true, but in the main, regular teachers' salaries only just about support a family for 12 months. Further, teachers are customers just like anyone else, and it never does any business good to reduce the power of its customers to buy. If our private economy is to be safe, we must be sure that all of the people — teachers, common laborers, doctors, storekeepers, machinists, lawyers, and managers of industries — are paid enough to purchase the goods which our industry manufactures.

Why Not Summer Jobs?

3. Teachers work nine and one-half months. Cut their salaries and let them find other jobs to supplement their incomes.

That measure will not help the economy, particularly in time of depression. Jobs then will be scarce, and it won't be a welcome thought to a man who's looking for one in order to feed his family, that teachers will possibly beat him out of it for two or three months every year. If teachers are to work 12 months, it's much better to prescribe attendance at summer school as a part of the job, or to extend the school year to 12 months and give teachers work at their proper profession the year round. In that case, of course, salaries should be raised proportionately.

4. Teachers make an awful lot of money compared to other professional groups.

That just isn't true. The record shows that teaching is still at the bottom of the income lists for all professions, the ministry included.

5. Teachers make an awful lot of money compared to nonprofessional groups.

This isn't true either. Teachers are still not paid very much above the subsistence level, and consequently other groups even though nonprofessional will have to be paid almost as much if they are to live. One example: the salary of postal clerks with two years' experience is \$2,700; the salary of a Rock Island teacher with a B.A. degree and two years' experience, \$2,550. The maximum salary of clerks is \$3,550; the maximum salary of a teacher with a B.A. degree, \$3,600. The postal clerk will get to the top in a very few years. It takes 16 years for a teacher to get there. The teacher has had four years of expensive college training; the postal clerk probably has had none. I'm not arguing against such salaries for postal clerks. They need that much to support themselves and their families; and, of course, the fact that they work twelve months with a three weeks' vacation while the teacher works nine and one-half months must be taken into account.

Retirement for postal employees is better than for teachers even under our retirement law. The most that an Illinois teacher can get is \$2,100, and she has to wait at least until the age of 60 for that much. The postal clerk who starts early enough and works steadily can hope to retire at about age 50 on about \$1,800 a year.

Teachers' Standard of Living

6. Teachers have too high a standard of living.

Of course, it is a fact that single girls living at home find their incomes adequate. However, we hope to attract to the teaching profession other citizens as well, even family men. We ought to see to it that men of the intellectual and emotional capacity to be good teachers are drawn into the profession. That's necessary for the children. If we do, we simply have to pay teachers — and that means all teachers — enough, so that such men can support their families in decency and provide college educations for their own youngsters. It is true that most children born to teachers' families have the mental equipment necessary to succeed in college.

7. The teacher's job is a very easy one.

The job may look easy to a person on the outside looking in. Almost every mother, however, will testify that it probably isn't. She notices the difference when she has to

take care of two or three youngsters a few extra days before Christmas. It is a trying job, a nerve consuming task, a work of art to control not two or three youngsters but 30 or more all day long.

8. Teaching isn't very important. It's just glorified "baby sitting."

Teaching is highly important. It is becoming increasingly clear that good teachers make tremendous differences in the character and personality as well as, for example, in the reading skills of their charges.

The most important item in education is the teacher, not the curriculum. We do not minimize "what we teach," which is the curriculum, but we do stress the profound importance of who teaches.

Dr. L. S. Kubie, one of the country's most respected psychiatrists, wrote in the *Teachers College Record*, January, 1949: "In my experience curricular innovations may cause at most a brief flurry of initial interest, which lasts only as long as the new subject matter carries with it a promise of some kind of secret magic, but no curricular change ever causes lasting differences in a student, or makes half the difference that a change of teachers can work. This in itself is significant because it places the emphasis where it really belongs, namely, on the fact that in his relationship to the process of acquiring knowledge a child (and for that matter an adult, too) expresses directly or indirectly the quality of his relationship to other human beings."

The home is the most profound influence in building personally powerful, intellectually sound, emotionally stable individuals; but the personality and character of the teacher has a tremendous bearing, too. Society must try to do something about the home, but sadly it is largely out of reach. Society can, however, do something about getting the best and developing the best personality of its teachers. It will get the best if it pays enough. We live in America where people choose their vocations — not in Russia where they are regimented into them — and good salaries attract good people. That's good Americanism.

Teacher Growth

Once in, of course, it isn't only salary that builds good teacher personality. It's also security, which comes from the knowledge that teachers are respected as creative persons and professional people. The policies of boards of education and administrators have much to do with developing teacher personality. If the policies are

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Getting the Most Out of the School Stage

Effective Stage Lighting—II

Leland H. Watson*

Last month's article dealt with the means of acquiring a basic layout of inexpensive stage lighting units. Now we turn to a brief consideration of just what we are attempting to accomplish in lighting a dramatic production and some tips concerning how to do it.

The first and most obvious aim of stage lighting is that of making the actor visible to the audience—and this includes adequate visibility for the subtle facial expressions and the gestures of farce and high comedy. We shall call this first aim "selective visibility," since it involves a little more than just lighting the actor. One of the biggest economies available to the director for any modern play is the technique of "space staging," wherein several "sets" or playing areas are onstage from the beginning to the end of the play but the audience's attention is focused to that area being utilized—the "center of attention"—by means of lighting only that area and leaving the rest of the stage in obscuring darkness.

We recently produced two modern plays on a fairly small stage which might have required two or more "sets" of scenery had we not used this technique.

Illustrations of Selective Visibility

We saved money on a play which requires alternately an interior basement apartment and an exterior street scene under a bridge pier, by placing the exterior scene on one side of the stage and a ramp leading off from it behind the interior scene, which occupied the other half of the stage. By means of lighting only the portion of the total stage in use, we were able to direct the audience's attention to each area in succession. Far from being conscious of the other areas, or objecting to them, the audience found that the production gained dramatic emphasis in that we could have actors walk right on out into the exterior when scenes ended in the basement apartment and thus continue without pause into the next scene. Thus the production gained in that we used only one intermission and continuous action of the play from one scene right into the next without annoying waits while "scenery was shifted." Lights can indeed save you scenery money, create a production which builds in emotion without pause, and enable the budget-battered school to undertake plays which would otherwise be out of the question.

The same technique, somewhat modified, was utilized in producing a modern play that required indoor and outdoor scenes—although here the emphasis was on directing the audi-

ence's attention from place to place between the fire escape, the dining room, the living room, and the exterior—all constantly onstage but unnoticed by the audience until lighted. Remember that an audience will always look at that point onstage which is most brilliantly illuminated and that you can accomplish a great deal with lighting—as well as acting and directing—to insure that your audience will always be watching the dramatic "center of interest." The sharper the contrast between the level of illumination at the center of interest and surrounding less important areas, the more effective this technique of "selective visibility" becomes. Frequently a scene played in a "pool of light" from one spotlight "full up" will be more effective than a stage flooded with flat light from border lights and footlights.

We managed the unnoticed escape of Lob, a character in Sir J. M. Barrie's "Dear Brutus," entirely with lights—dimming out the light on Lob where he sat onstage and bringing in a strong spotlight on another character on the opposite side of the stage. Thus, as called for in the script, Lob suddenly mysteriously appeared offstage tending his roses in his garden outside a large French window unit, without the audience being conscious of his departure from the stage.

Making the Actors Three Dimensional

The second aim of stage lighting is that of making those three-dimensional characters called "actors" appear as realistic as possible on stage. Flat lighting from footlights and overhead border lights will result in your actors (and their faces) appearing to be two-dimensional cardboard cutouts moving back and forth from right to left and vice versa rather than "rounded" three-dimensional living people moving in space which has depth. This second function of lighting, called "plasticity" or "revelation of form," and which gives to the actor the depth, shadow, and high lights of everyday life, is accomplished primarily by two techniques. The first is one of lighting each area of the stage with spotlights from two sides. Send in the beam of light from a spotlight hung overhead on stage left in, let us say, a pale blue, and direct a second spotlight from overhead on that same area from stage right with a pale pink color media. The result is that there is a subtle contrast between each side of the actor's face and body as far as contrast of color and intensity of light is concerned (the blue media absorbing more light rays than the pink, that side of the actor's face will be slightly less brilliantly illuminated).

Divide your stage into six areas: downstage left, center, and right; and upstage left, center,

and right. Then direct two spotlights on each of these areas from opposite sides of the stage—place a pale pink or salmon or amber color media in all of the spotlights coming from one side of the stage (overhead) and a contrasting pale blue, blue-green, or lavender on the spotlights directed at each area from the opposite side of the stage. You will be amazed at the loss of flatness, the "roundness" and effective facial expressions which result.

Use of Side Lighting

The second means of obtaining plasticity—and a very effective one—is that of mounting instruments on a stand or pipe on either side of the stage just behind the front curtain (when fully open) and out of sight of the audience. This type of lighting, called "tormentor" or "side" lighting, is the mainstay of Broadway theater—with just cause! Again it increases your shadow contrast on the actor, properties, and scenery—giving them depth and plasticity. Other unusual positions can be used for the same purpose in some plays: spotlights concealed in the footlights with the unusual and dramatic effect which lighting from below gives; lighting from overhead and behind, thus casting the actor's shadow toward the audience with high lights on the hair and on top of the shoulders; lighting with a spotlight directly over the actor—called "down-spotting"—with the resulting sharp shadow contrast on the actor's face. All of these more unorthodox mounting positions should be used with caution, of course—should fit the dramatic theme of the play at that moment, should be appropriate—but they *should* be used. Experiment! Get the most out of the equipment you have! Don't be afraid to try different mounting positions—all over your theater! Make the most of what you have.

Illusion of Nature

The third aim of stage lighting is the "representation or illusion of nature." You can often establish in your audience's mind at the rise of the curtain such things as the time of day (a moonlight night, dawn, dusk, or noon?); the locale (Does the scene take place in the hot yellow light of the tropics or the colder blue light of northern Canada?); the weather (Is it a gloomy rain outside or snowy or spring sunshine?); the season (Winter, fall, spring?). Careful arrangement of sunlight streaming through a window not only helps you—and the playwright—establish these essential factors without saying a word, but often also creates pleasant shadow patterns on your actors and scenery—thus helping you achieve further dramatic plasticity.

Creating the Right Mood

The fourth aim of lighting is that of capturing the mood of the play, called "emotional and psychological interpretation" or "mood." This can be your biggest achievement in lighting. Is the play a tragedy? Then let's not play

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Good Schools Require Good Business Management

each stage color in one casting spotposite at the ective city— untinger side curtain the au- formen- way of Again actor, depth can be plays: with the lighting head and toward hair and a spot- 'down- shadow be more be used the dra- should ed. Ex- equipment ifferent heater!

"repre- often the rise of day noon?); in the colder weather or spring (spring?). reaming — and tial fac- en also in your achieve

captur- notional "mood." in light- not play

it in the bright lights of farce or comedy. Is it portraying the dullness and drabness of our daily lives, let's not play it in brilliant pinks and yellows then. Is your style of production classical, romantic, expressionistic, realistic or naturalistic, constructivistic? Let's carry out the lighting, in terms of the director's conception of the playwright's script. Make all elements of your production consistent, always in the same key. Analyze the play and your directorial approach to it. Decide the "key" emotion being portrayed—not just for the play as a whole, but scene by scene, moment by moment. Play the Shakespearean comedy scenes in light that screams "comedy," the death scenes in light that says "this is the tragic moment in the life of a great man." Use a spotlight to throw the huge, hovering, distorted shadow of the murderer on the back wall—rather than playing the scene onstage. Project a white cross over the head of Joan of Arc being burned at the stake. Play your beautiful scenes of royal pageantry and pomp in the exotic violets, purples, and lavenders befitting such a scene.

Visualize your lighting in color, in contrasts of light and shade, in effective symbols which will help your actors portray the emotion—just as you carefully visualize and plan costume contour and color. Do lights "deaden" a dress when you want them to? Do they make another glow with color and beauty and iridescence? Remember that the cheapest cheesecloth or dyed muslin dress can be made beautiful under carefully controlled lighting. Each year we save large sums of money on window and arch draperies by using cheap muslin, careful painting, and effective lighting. Your saving in costumes alone can be tremendous if you utilize lighting effectively. Always remember that your audience "sees" your play in terms of the light pattern reflected back to their eyes from the costumes, furniture, scenery, and bodies of your actors. The whole visual impression of your production which your audience receives is a combination of three factors: (1) the composition, intensity, and distribution of the light which you throw onstage; (2) the color and textural characteristics of your scenery, costumes, and make-up; (3) and the reflection characteristics resulting from the combination of these two, light and reflecting surface.

Composing the Whole Picture

Lastly, as a fifth function of stage lighting, we "compose" the stage just as the artist, looking at a landscape, rearranges and regroups and re-emphasizes certain elements to present a canvas which has an artistic message. By emphasizing certain elements of your stage setting—by obscuring others—by emphasizing certain scenes, certain actors—you paint and compose your stage picture just as the artist does his canvas. At will, with lights, you can emphasize this, subordinate that—distort, reveal, obscure! "Scenic and dramatic com-

position" of your stage picture is indeed one of the higher aims of this art of "lighting the stage."

In summary, let me urge you to become more conscious of the important part stage lighting *can play* in both the effectiveness of your productions and in the over-all budget economy. Assemble a basic nucleus of inexpensive equipment as outlined in last month's

article. Get something that resembles spotlights, dimmers, color media. Take a look at any good textbook of stage lighting. Then free yourself from fear of experimenting, trying the new, the novel, the daring. The whole broad field of creating effective and beautifully appropriate lighting for your productions lies before you at a minimum cost.

For Ultimate Efficiency—

Planning an Insurance Program

George A. Eichler*

Ascertain Replacement Values

The first step in planning an insurance program is to ascertain replacement values. This is a difficult technical matter and should be done by a reputable appraisal company. Since it is the responsibility of the insured to prove loss in case of fire or other damage, it is most important that school authorities have on hand a perpetual inventory of all materials subject to damage. Through its technically trained personnel, the appraisal company will examine all buildings carefully and make up a detailed list of the many items that enter in the construction of a building in a manner similar to the way in which a contractor makes an estimate for the construction of a new building. A detailed inventory of every article of contents of every room and its value is made. This will fill a book in the case of a large building. The appraisal company, as a rule, sets up one valuation for present-day construction costs for a brand new building. For the purpose of insurance a sound value is established. This is replacement value at new, less depreciation for wear and tear of the building, as well as its contents. Upon this figure insurance companies base their loss adjustments. The original investment for such appraisal service is of necessity high at the beginning; but when once the groundwork and details have been completed, the valuation can be very easily kept up to date at a nominal cost.

Select the Most Advantageous Insurance Plan of Fire and Extended Coverage

The sound values having been secured, the next step is to select the most advantageous plan for insuring against the hazards of fire, lightning, and extended coverage endorsement, which includes coverage against windstorm, hail, riot, smoke, vehicle, aircraft, explosion, etc.

The rate of insurance is of great importance because it represents a big overhead expense to the school district. Usually two sets of rates are considered, namely a coinsurance rate or a flat rate. The flat rate is higher. The co-insurance rate, or what is referred to in the policy as the "reduced rate contribution

clause," is available in two popular forms. One is the 80 per cent coinsurance form, which covers a minimum of 80 per cent of the replacement cost of the buildings and its contents, less depreciation. This form requires that the insured designate a specified amount of insurance on a certain building, as well as its contents. Where more than one building is covered, a schedule listing the various locations is made a part of the form and attached to the policy. The schedule enumerates the amount of insurance on each building and its contents.

The other form, referred to and known as the 90 per cent coinsurance form, involves a mandatory requirement according to which the insured, in lieu of specifying an amount of coverage on each building and its contents, wishes to cover in a single amount without specifying a certain amount of coverage on each and every building and its contents. Under this form the insured must agree with the insurance company, in consideration of the reduced rate offered, to insure for no less than 90 per cent of the replacement cost, less depreciation, all the buildings and their contents. If more than one building is involved, this plan is most advantageous, because actually when the insured is insuring only for 90 per cent of the required amount of the valuation, at a time of loss he is actually covered up to the full extent of the sound value of the building. Therefore, if the building and its contents should be completely destroyed, the insured is paid fully for his loss. It is understood that the buildings of the school district are not at one location so that a complete loss of all the buildings would be possible.

To illustrate, a school district has a \$1,000,000 sound insurable value, the required amount of insurance under the 90 per cent coinsurance form is \$900,000. Let us say that there is one main building, which most probably would be the high school, representing a \$500,000 sound value. In meeting the requirements of the coinsurance clause, actually only 90 per cent of \$500,000, or \$450,000 insurance, is required. Should there be a total loss, the insured is entitled to collect the full value or \$500,000. In addition to saving on the rate, the district gets the benefit of 10 per cent more insurance without paying a premium for it.

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Insurance Problems Are Complicated by Inflation

It should be mentioned, as already inferred, that the reduced rate contribution clause offers a greatly reduced rate in comparison to the flat rate, which is without coinsurance, in consideration of the insured agreeing with the company to insure up to the required amount. Extreme care must be exercised under this plan to maintain the insurance up to the co-insurance limit required. If the district fails to do so, it will be penalized at the time of loss and will be paid in proportion to the amount of insurance carried, as compared to the required amount which would either be 80 or 90 per cent of the sound value, whichever the form calls for. This is where the appraisal service becomes a very valuable instrument to the school district. It enables the school district always to maintain the required amount of insurance.

Plan of Insurance

Insurance is available for various terms, and all rates are based upon a one-year term basis, with savings offered where the insured agrees to insure for a term of three or five years. There is a saving of one half year's premium on a three-year term policy, for only two and one half annual premiums are paid. Under the five-year term policy a district pays for only four annual premiums, thereby saving one annual premium.

Since the school district's income is steady, it can create an unbalanced budget if it carries insurance for three or five years in advance, for at the expiration of each period the school district would be faced with a large premium payment. To avoid this situation, it can adopt a plan known as a three-year budget or stagger plan, or a five-year plan. Under the three-year budget plan the insurance is divided into equal thirds with three policies issued one for a term of one year, the second for a term of two years, and the third for a term of three years, so that the expiration of the three policies is staggered. As each policy expires it is renewed for a three-year term, thus perpetuating the plan thereafter. The five-year plan operates similarly, except that the insurance is divided into equal fifths with a policy written for one year for one fifth of the amount, one for two years, one for three years, one for four years, and one for five years; and thereafter each policy is renewed as it expires for a term of five years. The three-year plan does not require as great an original outlay of money as the five-year plan, and therefore the school district using it has an advantage in that there is no great difference between the subsequent three- or five-year premium. It has been estimated that the difference in the premium between the three- and five-year budget plan, considering a 6 per cent interest on that difference, would require a long period of time actually to make the five-year plan more advantageous than the three-year plan. When the budget plan is once in operation and the initial premiums of the three or five policies have been paid, there will only be a yearly premium outlay of one third of the full premium of a straight three-year policy, or one fifth of a straight five-year policy. Policies are written with a common date for each, and thus the plan receives the name "budget plan."

Best Results Obtained by Insurance Broker

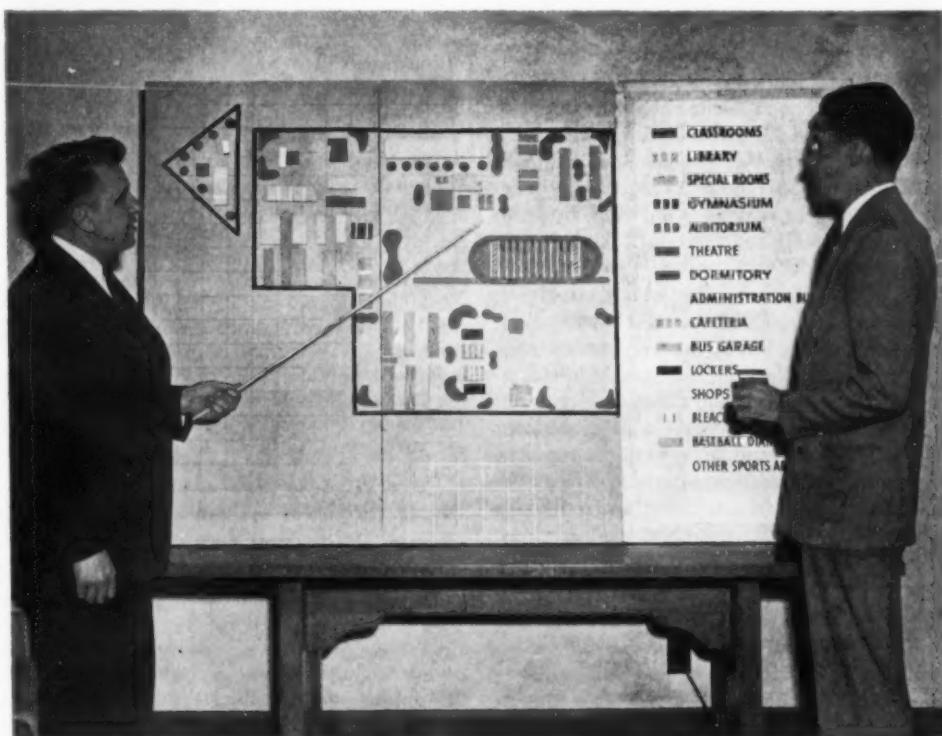
After a plan has been selected, the policies must be written. This is a task which requires intimate knowledge of insurance procedures and can generally be done only by an experienced insurance broker. The district can have this service without charge because the broker is himself an agent and shares in the insurance allocated. The broker is the counselor to the district in all matters of insurance and acts as the district's agent through whom insurance is allocated to other local agents. The district deals only with the broker. Through him it receives either three or five master policies, one of which expires every year at the same time. The district designates other agents who are to participate, the broker reinsuring with them in the amounts designated. This reinsurance is issued in favor of the company insuring under the master policies, and such companies are in the background when it comes to adjustment for loss because they merely reimburse the master policy-writing company with a pro-rata share of the loss. The master policy-writing company pays the loss in full to the school district. This procedure makes it unnecessary for the district to deal with numerous companies who issued many policies which frequently differ from each other and thus saves long and embarrassing delay in final settlement.

The broker can be of further service to the district by carefully inspecting the buildings at regular intervals to see if improvements can be made which will permit a lower rate of insurance. The amount saved in insurance is frequently much greater than the cost of the improvements. Because of his training in fire prevention, the broker can suggest many improvements and changes which will eliminate fire hazards. He should suggest improvements in fire drills, see that fire extinguishers are installed and properly maintained, and that teachers, janitors, and pupils know how to use them.

Miscellaneous Insurance Coverage

School districts often have considerable investments in band instruments, uniforms, cameras, and other equipment which is subject to risks outside of school district buildings. These can be covered by floater policies which are not expensive. There are other forms of coverage such as burglary, robbery, fidelity bonds on employees who handle money, liability coverage on athletic fields where the public is admitted at an admission charge.

School directors are custodians of much valuable public property. They owe it to themselves and to the community to put into effect a carefully planned insurance program, the principal elements of which are up-to-date appraisal and sufficient insurance to cover any loss that may occur.



A SCHOOLHOUSE PLANNING AID

The problem of which school facilities should go where can be demonstrated with ease and flexibility by a "site planning board" used by the Stanford School of Education Field Service. Here Dr. James D. MacConnell, director of the Service, demonstrated the board to William Woodworth, graduate student in education. The board is metal and the small models of buildings and other school facilities are affixed to it by inset magnets.

The Ever Recurring Problem of School Floors

Clean Floors for Closing Days

Dave E. Smalley*

With the end of the winter's slush there is a period of about two months before school closes for the summer vacation period. That means the floors will continue in regular service for at least two months before it is possible to begin their annual general renovation.

Unless your maintenance crew has functioned far above the average during the winter, your floors will be looking "the worse for wear," the terrazzo darkened from accumulated stains, the linoleum and asphalt lifeless from either too frequent moppings or no moppings at all; your wooden floors marred and dingy from the winter's hard usage and the limited care that winter's greater demands made inadequate.

If you proceed with routine maintenance until the closing of the school, you not only increase the shabby appearance of your floors, and right at the time when the school activities are reaching the closing crescendo and when everything should be at its best, but you are adding to the summer's burden of complete renovation.

In view of this state of affairs, it is wise to do some prevacation renovation along the lines suggested in the following:

Where First Impressions Are Made

Terrazzo: Although your terrazzo entrance and corridors may look as clean as usual, a little scouring in a small spot will likely reveal a drab stain that has accumulated from winter moppings, but which has collected so gradually and uniformly as to escape notice.

In such cases a mild abrasive cleaner is recommended, either a prepared cleaner of this type or the usual soap and water, with a liberal sprinkling of pumice or fine silica. Avoid strong alkalies. They penetrate the pores of the marble chips and later, upon drying, cause spalling or "dusting."

The correct type of abrasive cleaner for terrazzo is made of powdered soap (or synthetic soap substitute) and finely ground grit. To use, first wet an area about 10 feet square and sprinkle on the abrasive cleaner. If you are using soap and pumice, wet the area with soap suds and sprinkle the pumice on. Then, in either case, scour the floor with a scrubbing machine, squeegeeing off the dirty solution and following with rinsing and dry mopping. If you have an industrial type vacuum cleaner use it to pick up both the dirty solution and the rinse water.

By the above process you will be surprised to see what the winter had done to your terrazzo.

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Follow now with a good water wax, not only to enhance the appearance of the floor, reviving the vividness of the colors, but to fill the pores and prevent further staining. If you are among the few who are apprehensive of wax on terrazzo, use one of the non-yellowing special seals. Discretion is necessary, however, in selecting such a seal since of the many brands on the market only a few have appreciable merit. Even the best do not wear too long, but the inferior grades soon break down in lanes of traffic and are as difficult to patch as they are to remove.

In applying a terrazzo seal rub it out well into as thin a coat as possible. A glossy film is not desirable, since it indicates the material has been applied too heavily, thereby reducing the wearing life of the seal. Such seals are hardly tough enough to stand the strain to which a thick film is subjected.

Good terrazzo seals are almost "water white," and when properly applied fill the fine pores in the floor, producing a satinlike sheen. Never use varnish type seals on terrazzo.

If wax is used, a daily buffing will keep the floor looking its best for days or even weeks. In fact, a good waxing now, along with daily buffing, may last until summer renovation time.

Keep Alkali From Linoleum

Linoleum: The rather make-shift maintenance work of the winter may also have left the linoleum dull and spotty. If you have waxed the linoleum several times during the winter there are probably variations in the shade, ranging from dark under desks, tables, and in corners which have been protected from wear, to light shades out in traffic lanes or where feet have been shuffling for many weeks.

These variations might seem to indicate worn places in the linoleum, but more likely the wax has accumulated on the dark portions and worn off on the light.

Although abrasives should not be used on linoleum as a matter of practice, such mild abrasive cleaners as those just recommended for terrazzo offer the best method for removing accumulations of water wax. Even the so-called prepared strippers will not do as well. There are no real solvents for wax, but the soap softens the old film and the abrasive loosens it from the floor. Solvent waxes can be removed with naphtha and steel wool.

Never use alkalies on linoleum, and this includes alkaline soaps. Because linoleum is made of linseed oil and cork, alkali is its most potent enemy, and continued cleanings with alkali will soon ruin the covering.

After the linoleum has been cleaned by the same process as recommended for terrazzo, it should also be waxed. No other maintenance material (except in certain cases, linseed oil) is really adaptable for linoleum. Certainly no type of varnish or lacquer should be used.

While good water waxes seem to have the preference for maintaining linoleum, the solvent type waxes are equally adaptable and where the color has faded from a one shade covering, a solvent wax containing the proper stain sometimes works miracles.

Asphalt Tile Readily Reconditioned

Asphalt: Asphalt tile does not stain easily and unless there is an accumulation of floor wax on the surface, a good scrubbing with an alkaline cleaner is advisable. Mild alkalies do not injure asphalt tile itself, but too much water may seep between the tiles and gradually loosen them from the floor.

If scrubbing fails to restore the original brightness of the tile, it is suggested that a test be made on one of the light tiles with an abrasive cleaner. This can be done in a small way by hand. If the abrasive shows marked cleaning results, it will be advisable to go over the whole floor accordingly. Of if the floor has been treated with several coatings of wax during the winter, it may be well to remove them with the abrasive cleaner.

When the asphalt floor is clean and dry apply a good water wax to keep it bright and easy to clean. (Never use solvent waxes on asphalt.) Occasional buffings will remove the mars of traffic, loosen the embedded dirt, and relieve the need of more frequent waxing.

Because waxed asphalt is sometimes slippery, depending upon the quality or condition of the tile, its location and use, some people are dubious about using wax. In this connection let it be said that two coats of wax are less likely to be slippery than one, and that as the wax film dries or "seasons" on the floor it becomes safer. Buffing hastens the seasoning.

Eliminating Slipperiness

Certain nonslip materials are now being added to floor waxes to make the waxes less slippery. For a long time it has been common practice to add resins (or plain rosin) to floor wax to give tackiness which merely overcomes one fault by replacing it with another. A sticky floor will not be slippery, but it will catch and hold dirt, adding greatly to the cleaning problem.

Recently, however, some really scientific advances have been made in raising the coefficient of friction of floor waxes. It is being done without softening the wax film and without creating any noticeable tackiness. If you have been experiencing slipperiness in the use of floor wax, it may be well for you to investigate these new waxes, some of which are still sold under their original trade names. For the present, at least, do not expect to

School Business Management is a Career Occupation

find these new nonslip features in the cheaper waxes.

In the past year some new lacquer-type finishes, especially designed for asphalt, have appeared. They completely eliminate the chance of slipping, in fact are less slippery than the untreated floor, but they are somewhat more difficult to apply than wax, sometimes tending to streaking unless care is used in their application. Some of them water-spot while others do not, but all of them (so far as this writer knows) can be removed with diluted ammonia. Some very good reports are coming in from at least one of these asphalt seals and more may be heard from them later. As yet they are a little too new to be unconditionally accepted, but they serve a very definite purpose where wax is taboo.

Scrub the Wooden Floors

Wooden Floors: If your wooden floors are very dirty, scrub them with a good floor soap and steel wool under a floor machine. If the floor has been oiled, an alkaline cleaner should be used. If you wish to convert from oil to wax, several cleanings with alkali will be necessary (a week apart) followed by the application of a good floor seal and waxing. But this is really a summer season job.

After the wooden floor has been cleaned, it should be waxed again. If the seal has worn bare in spots, it can be touched up and the patch steel-wooled before re waxing. If the job is well done it may save complete renovation.

In the case of the gymnasium floor, often it can be patched successfully, either to make it do for the rest of the term or, in some instances, for another year. The bare spots should be cleaned and steel-wooled. Then the seal should be applied to the worn spot, "feathering" the edges of the patch to avoid too noticeable overlaps. When dry, steel-wool and apply another coat as before, steel-wooling again when the last coat is dry. After such patching an over-all application of seal sometimes takes care of the summer renovation job. Of course wax is not recommended for a gymnasium floor.

Rubber Floors: Unless they are old and worn, cleaning with a mild alkali will usually suffice. Do not use ordinary soaps on rubber. Some of the synthetic soaps are approved, but those made of oils or fats tend to oxidize rubber, sometimes causing the tile to soften and swell.

If the rubber floor is worn and stained from inadequate mopping, or if there are darkened areas of excessive wax, abrasive cleaning may be necessary, but too much abrasive cleaning on a good rubber floor will dull or roughen it.

After the rubber floor has been cleaned, it should be re waxed with a good water wax and, like the other waxed floors, should be buffed occasionally to save wax, to remove surface mars and tenacious dirt, and to keep the floor looking its best.

Concrete floors can be rejuvenated by the usual good scrubbing, using abrasives when necessary. Sometimes a steel wire brush under a floor machine is effective. If the floor has been painted and worn places are showing, these bare spots can often be patched with fresh paint, brushing out the edges to minimize the overlaps. Then, in the summer, the entire floor can be gone over. The patches, in the meantime, will have become pretty well blended with the rest of the floor.

To obtain better and more permanent adhesion on the patches, etch the bare spots before painting. This is done with 10 per cent muriatic acid in water, followed by rinsing.

Although the above recommendations are little more than routine procedure, if followed carefully they will fully justify the effort, giving your floors a clean, crisp look in the closing days of the school year, and in many ways will lighten the burden of the summer program. You may even change your mind about some of the sanding jobs you had thought necessary. And that means saving time, labor, and floors.

DISPOSAL OF FLUORESCENT LAMPS

The fluorescent lamp represents a valuable improvement in artificial lighting of homes, schools, and other buildings. The outworn fluorescent light tube, however, may be a distinct hazard unless the disposal is handled with care.

The fluorescent tube contains, as the active source of light, an inside coating of beryllium powder and small amounts of mercury. Both these materials are poisonous. Particularly dangerous is the breaking of the tubes which, if done carelessly may cause small particles of glass and quantities of the powdered material to cause cuts or to come in contact with skin abrasions. When this occurs, the cuts or abrasions will be extremely slow in healing and may even cause growths resembling tumors which can be eliminated only by a surgeon.

The monthly bulletin of the Iowa State Department of Health "For Iowa's Health," suggests the following precautions for the disposal of fluorescent light tubes:

Anyone assigned to break up used fluorescent lamps should wear full protective goggles and other clothing to protect him from injury by flying glass. In no instance should anybody attempt to salvage or reclaim this dust that is inside the lamp because breathing the dust leads to lung damage.

If a small number of lamps are to be broken daily or intermittently over a period of minutes, tubes should be taken outdoors to a waste disposal area and broken into a waste container. The person breaking them should avoid breathing any dust and vapor that might arise. The amounts of dust released can be reduced by breaking the lamps within the waste container.

If a large number of lamps are to be broken either intermittently or regularly over a period of hours, which would probably be at a factory or public building, more extensive precautions should be observed. The lamps should be taken out of doors to a waste disposal area and broken into a waste container. The operator should be supplied with and required to wear a respirator

approved by the United States Bureau of Mines for toxic dusts.

If it is necessary to break the lamps within a building, the operation should be confined to an isolated room and performed under a hood supplied with exhaust ventilation sufficient to provide the minimum air velocity of 125 linear feet per minute at the operator's position.

Significant amounts of mercury vapor may be found in the air during the breaking up of fluorescent lamps. In situations where there is frequent or continuous exposure, measurement should be made of the amounts of mercury vapor in the air during the operation. If high levels are found, protection should be provided for the operator.

The disposal of the broken pieces should be designed to prevent the exposure of the public and others to these powders, preferably by burial and covering with earth. Emphasis should be placed on the fact that the broken pieces should not be disposed of in an incinerator.

Particular attention should be given by small users such as in homes, mercantile establishments, etc., to prevent children from playing with the lamps with possible severe injury from flying glass and chronic inflammation and delay of the healing wounds. Discarded lamps should not be left sticking out of trash cans on streets and sidewalks prior to collection by the municipal waste disposal departments.

ST. LOUIS RATES SCHOOL BUILDING EMPLOYEES

Under the direction of School Building Commissioner V. Harry Rhodes, the 800 members of the St. Louis janitorial and engineering staffs have been subjected to a personal rating on the following points:

Factors	Poor	Fair	Good	Excellent	Total
Loyalty	0	2	10	25	...
Ability	1	5	20	25	...
Health	0	2	8	10	...
Length of service	1	5	10	12	...
Co-operation	1	2	8	10	...
Length of service in classification	1	3	6	8	...
Age	0	1	9	10	...
Rating total

The rating points are explained as follows:

"Less than 50 per cent or zero in any category indicates possible termination."

"A rating total of 50 to 70 per cent indicates fair to good — recommend conference or instruction. A rating of 70 to 85 per cent indicates good and ready for advancement. A rating of 85 to 100 per cent indicates excellent and deserving of merit award."

"A rating of zero cannot be given under health without verification by a physician."

Credit is allowed for length of service with the schools: over 10 years, 12 points; 5 to 10 years, 10 points; 7 to 70 months, 5 points; less than 6 months, 1 point.

Credit is given for length of service in any classification: over 3 years, 8 points; 1½ to 3 years, 6 points; 7 to 18 months, 3 points; less than 6 months, 1 point.

Age is recognized in the rating on the basis of 10 points for men under 40 years; 8 points, from 40 to 60; 1 point from 60 to 70; and zero over 70 years.

The ratings given by the foreman are checked by the commissioner or an assistant to correct possible personal favoritism or prejudice on the part of the foreman. Any employee who receives a total rating of less than 50, or a zero, in any category may be considered for dismissal for the benefit of the efficiency of the service.

Some Common Causes of Plaster Disintegration

*Cyril C. Sarver**

The flaking and powdering of plaster around windows and on outside walls is a type of plaster disintegration found in many modern masonry buildings. It is usually indicative of the presence of moisture. Unless the source of the water is located and remedied, the application of plaster, sealer, or Keene cement is only a futile attempt to deal with one or more of several very serious structural defects.

In new buildings, flaking will make its first appearance within the first year in window areas. If the cheaper type of steel sash is used, the moisture problem may show up sooner.

The modern one-story school building to which I should like to refer was built in 1942. During the first year, the plaster in the window areas began powdering in the window jams. It was suggested that the condition was caused by condensation around the steel sash. Since it was thought impossible to stop condensation and the resulting capillary attraction, all window jams were carefully repaired with Keene cement, which we were certain would resist water. Within a few months the Keene cement was in perfect condition but the plaster around it had started powdering. The condition became progressively worse; and meanwhile plaster disintegration had started on wall areas where there were no windows.

*Supervising Principal, Hampton Township Schools, Allison Park, Pa.

Removing Bricks for Inspection

There is little good advice to be found for dealing with moisture problems. Most builders and architects do not return to help maintain their buildings; therefore they do not always understand the causes for specific difficulties. With care it is possible to remove a brick or cut a joint for close examination. Make your school building your laboratory and search for the answer to your own peculiar problems. In our case that is exactly what we did with the result that we found not one source of moisture but five sources.

On one side were thirty-nine pilasters (see Fig. 1). To the casual observer the masonry at these points seemed just as good as one should expect to find in a relatively new building. Since pilasters are usually integrated with the rest of the building wall, it was assumed that no leaks to the inside wall could occur at these points. However, something aroused our suspicion. Immediately we began cutting at the vertical joint where the pilaster joined the building. To our surprise we found the joint to be continuous. The secret was out. The pilaster was laid against the building—not integrated with it. By removing a brick, we discovered huge cavities capable of collecting water. Moisture had entered hair cracks, and freezing had developed large ruptures under what at first appeared to be insignificant hair

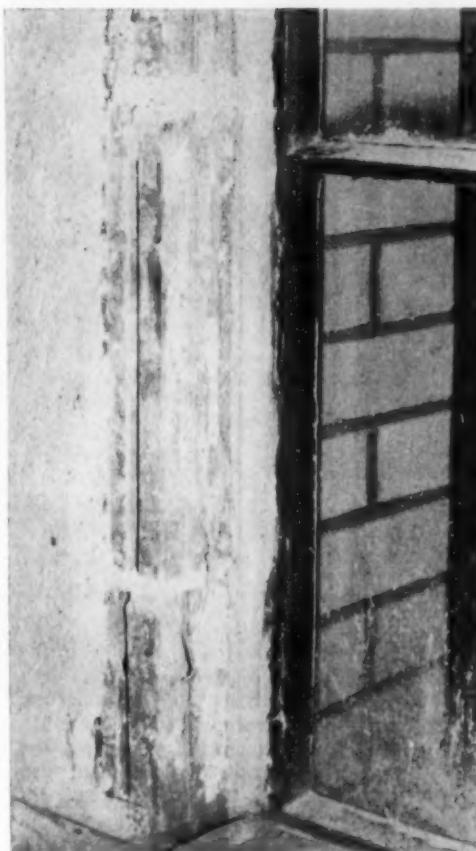


Fig. 2. A repaired window showing the bad condition of the plaster due to seepage.

cracks. All joints around the pilasters had to be cut out and carefully tuck pointed. Large cavities were stuffed with oakum, covered with a good calking compound, and finally pointed.

Window Leaks

The original calking around the windows had been repaired in an effort to stop any possible leaks. Though the calking looked acceptable, all the calking on the outside and all the plaster on the inside was removed. A stripped window revealed that the brick course on the outside touched the frame at some places but at other places the space was too wide to support a good column of calking material. From the inside one could see the usual air space between the outside wall and the inside wall. The decision was to stuff this cavity with glass wool or oakum. With the cavity closed, an attempt was made to force the calking compound from the inside to the outside and push as much as possible to the outside of the frame. There was now a foreign material between the masonry on the outside and the masonry on the inside. This is the simplest way to stop capillary attraction. The outside of the frame was then re-calked with the finest material obtainable. All clearances which were too wide to support calking were



Fig. 1. The pilasters which gave the most serious trouble.



Fig. 3. Brick coping of the building showing typical defective joints which had been repaired temporarily.

first stuffed with oakum. Against the column of calking was laid a layer of waterproof cement just thick enough to lay flush with the side of the window frame. The jams then were plastered in to meet this edge (see Fig. 2).

Brick Coping a Source of Trouble

In place of the customary terra cotta coping, the roll course of bricks was laid with the bricks on their sides across the wall. At a glance this coping seemed perfect; however, closer examination showed that every ninth joint or so looked slightly different from the rest. There were greater discoloration and signs of minute holes. Such joints occurred regularly around the entire building. We discovered that these joints were the places where the bricklayers working side by side had joined their work. A little chiseling disclosed that these were only buttered joints under which were large cavities capable of collecting water and distributing it to places below. The water distributed from these pockets was especially damaging when its course led it to a lintel over a window (see Fig. 3).



Fig. 4. Cutting out the joints with a mortar saw.

Mortar as hard as flint can be used in masonry joints, but if the joints are not troweled adequately or if care is not taken to prevent excessive shrinkage, dangerous hair openings will occur. If the joints have not been filled sufficiently, pockets of water will collect and produce disastrous results especially in freezing temperatures.

All hair cracks were regarded as vulnerable spots. With the help of a mortar saw (Fig. 4), all suspicious joints were cut. The results were revealing as shown in Figure 5. Due to poor workmanship and poor supervision of the original job, many of the joints were not full. The cavities collected water and conducted it in large quantities to the backing up tile in which the plaster was applied. Freezing aggravated the situation until it was possible for a driving rain to penetrate the inner wall and water would collect on the floor.

Defective joints must be properly cut out by a mortar saw after which expert tuck pointing must be done. (The writer would be glad to furnish suggestions regarding specifications for grinding wheels and tuck pointing.) Tuck pointing is slow, painstaking, and expensive. Good workmanship is so vital that

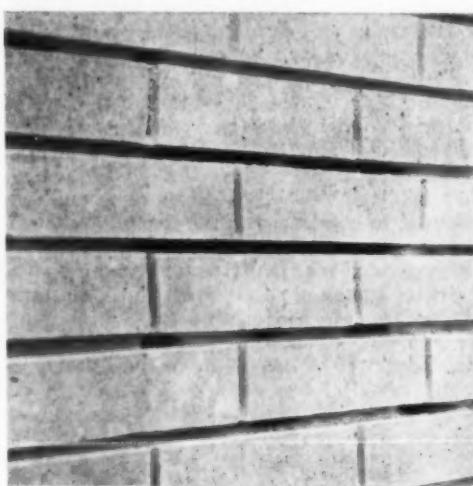


Fig. 5. Cavities in mortar revealed by cutting joints with a mortar saw.

only the best mechanic should be employed. Care should be used to obtain the proper mix, and the application should be adjusted to climatic and temperature conditions. Patching never will be effective. All joints should be cut to the depth of an inch. The mortar should be laid in layers, the first two layers being permitted to set long enough to assure good suction. The finish layer is the crowning stroke. The joint must be smoothed and shaped so that perfect water shedding is acquired.

Lintels Are Weak Spots

When installed in the conventional manner, lintels become vulnerable spots for the infiltration of water. The mortar is tucked against the ends of the lintel; but unless extremely careful tucking has been done on the original job, water will find its way to this joint. A little freezing will spread the joint and within a few years the lintels become water tables. Water collects on these plates and is slowly distributed to the plaster areas within. Days after the last rain we found water still lying in these cavities.

If an improved method of installing lintels is used, it is possible to have a full joint of

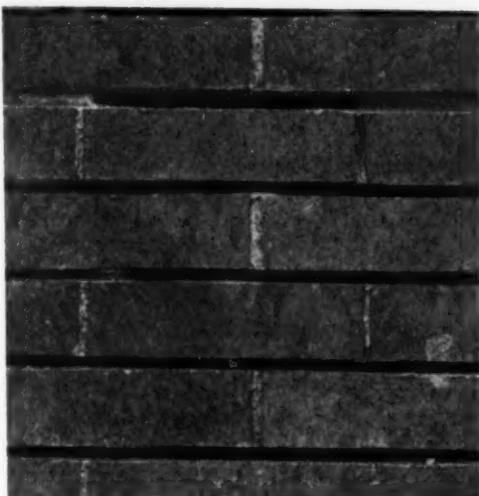


Fig. 6. Deep hollows through which the water seeped were shown in the horizontal joints. These were completely filled by plaster.

mortar at either end of the steel plate. If the conventional method is used, expert skill must be employed on the original job, and even then thorough annual inspections should be made to determine the condition of these shallow joints. Steel and mortar have different contraction and expansion ratios, and the lintel is one place where this factor might cause excessive plaster damage. The janitor could be trained to watch for the signs of disintegration in the joint along the top of the window and especially at either end of the lintel. He can do this when washing the outside of the windows.

The cost of making the type of repair discussed in this article will vary in different parts of the country. However, if janitors are employed the year round, some of the work could be done by the best men on the crew. The joint cutting and tuck pointing consumed 1,104 2/3 man hours at a cost of \$2,294.60 for 1,666.33 square feet on the job described above. This should be a top cost, for the workmen employed were expert mechanics but they were also very slow. Of course, speed on this job would endanger the effectiveness of the work.

Some Suggestions

I should like to suggest these steps for detecting water leaks.

1. Locate suspicious spots by close examination.
2. Remove plaster from the inside, go through the lathing and if necessary cut out a section of the backup tile, block, or brick.
3. Construct a simple baffle with a board, and flood the suspicious area for several hours or until you see water or are reasonably sure that no water is penetrating at that point.
4. Do not be afraid to remove a brick to examine the character of the mortar around the brick and the area behind it.
5. Repair an area and subject it to the water test.
6. Replace the inside plaster only when you are sure the trouble has been corrected.

On the preventative side, advise against short cuts in good building practice. Do not accept cheap factory type steel sash for school buildings. Insist on at least a little expert supervision during the period of construction. Demand a good coping with an overlapping joint sealed with a good pliable material.

Want a Good School Plant? —

Then Design a Perfect Classroom

Arthur W. Priaulx

"The heart of any first class educational plant is the classroom, and when you design the perfect schoolroom it is axiomatic you have conceived the ideal instructional plant." That is the reasoning and advice of Messrs. Wolff and Phillips, Portland, Ore., architects who have designed several of the Pacific Northwest's most imaginative educational structures.

The latest creation of this firm is the Catlin Grade School at Kelso, Wash., acclaimed by the state board of education at Olympia as one of the most advanced teaching plants in their state. Since its completion in time for school last fall, the Catlin School has become a star attraction with neighboring school boards and educators who have building problems in the offing.

The Catlin School differs from much of the so-called modern trend in architecture in that there are no trick gadgets, no nonfunctional gimmicks added for effect; in fact, the complete simplicity of design and arrangement is the first big surprise. Built into this school plant is the combined experience of two top-flight Washington educators, C. H. Lillie, Kelso city superintendent, and E. E. Dinger-son, Catlin principal, whose school experience goes back a quarter century. These men pooled their knowledge and ideas with Wolff and Phillips, who for twenty years have been designing schools and other structures in the region.

Here is a building which can be viewed without that oft-repeated qualifying phrase: "If we had only known in advance we would have built this hall differently, or enlarged this room, or put windows along that wall." Certainly there will be changes and refinements and improvements in school design in the future, but today, the Catlin School represents a competent approach to the effective educa-



The modern design of this entrance prepares the visitor for the crisp interior of the Catlin School, Kelso, Washington. — Wolff and Phillips, Architects, Portland, Oregon.

tional plant in the minds of experts who have viewed the structure.

The architects had several problems to solve when they first undertook the assignment of providing Kelso with a new grade school. They had a budget of \$388,000. With this they had not only to provide for the present enrollment of 500 students, but they had to incorporate

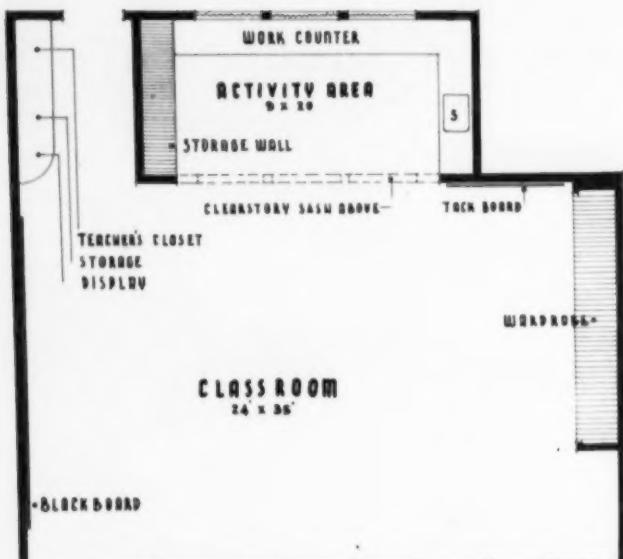
in the building space for additional students. This is a serious problem for all school officials of the Pacific Coast states where population since 1940 has increased by nearly 50 per cent. Kelso lies across the Cowlitz River from Longview, Wash., where the world's two largest sawmills, and an expanding wood-using industry is adding to normal school growth problems. The



The story-telling semi-circular bay of the kindergarten. Panel heating is installed in the floor of this room and of the first grade.



The wet weather playroom is necessary to enable children to engage in outdoor play during the wet weather season. The floor is cement.



TYPICAL CLASSROOM

The Catlin School is built around the classroom unit which is extremely compact. The space adjoining the activity area on the corridor side of each room is taken up with toilets and other necessary areas.

Catlin School must be permanent, with the lowest possible obsolescence factor, the architects were informed.

All these requirements the Catlin School encompasses and since it is a one-story structure, it lends itself easily to the addition of extra rooms and facilities.

The modern classroom must have a warm and homely feeling for the student, Truman E. Phillips contends. Children think then of their classroom as they do of their home and thus are more relaxed, learn easier, tire less quickly, he says. By the same token the teacher re-

sponds to ideal surroundings and her freshness and friendliness is passed on to the students, all of this created by the careful designing of the classroom.

The "Catlin schoolroom" is a complete one-stop, superservice teaching unit where every conceivable convenience and facility for both student and teacher has been provided. There are 15 such packaged educational units within the larger Catlin School plant.

What is this one-stop educational innovation? What does it look like and how does it differ from the conventional schoolroom?

The typical Catlin teaching unit looks something like this. The room is large and airy so that each student has plenty of living and working space. Along the outside wall is a solid row of windows which extend from the 4-foot height to the ceiling. Featured is a bilateral lighting installation at the back of each room. The bilateral lighting consists of clerestory lighting from a vertical lighting surface set in the room ceiling. Sloping ceilings in the bilateral well reflect light from the sky into the workroom and eliminate glare. There is just as much light in the rear of the room and



Entrance foyer and main corridor finished in horizontal wood paneling.



Inside the main entrance to the Catlin School showing the pupils' display cabinet and doorway to the principal's office.



Close-up of bilateral lighting unit in the kindergarten. The sloping ceiling helps reflect light into the space farthest from the outside bank of windows.



General view of a Catlin classroom from the teacher's desk. The activity area is at the left rear and the wardrobes are along the back wall.

in the center, as along the outside wall by the windows. There are no blind spots in the room.

A rubber-based asphalt tile flooring makes walking easy and does not tire the teacher who has to be on her feet most of the day. The tile is laid over a cement base floor.

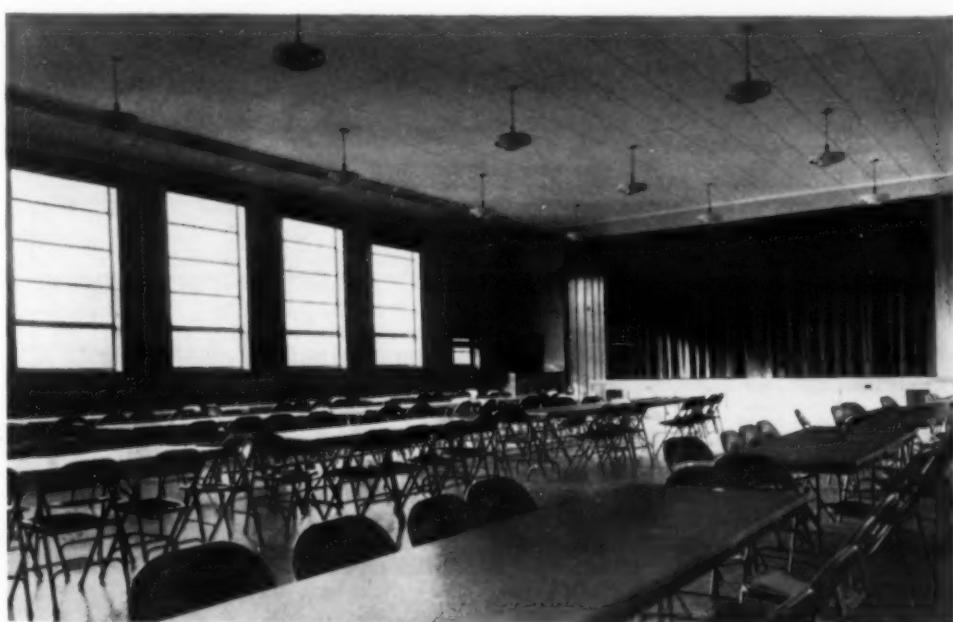
The room is a compact study in built-ins. One wall has cupboards, drawers, workboard, shelving, teacher's clothes closet, all constructed from well-selected fir lumber. A low work-bench along part of two walls, with closed shelves underneath and with a sink and run-

ning water is a thoughtful touch. A wardrobe closet, equipped with heating units to dry outer clothing during the wet winter weather, fits along part of one wall of every room. Laboratory equipment, teaching materials, books, stationery, and supplies all have their special places and contribute to the orderliness of the room. There is none of the cluttered-up appearance of many schoolrooms where storage space is lacking.

Each room has its own heat control thermostat, with low-pressure steam convectors along under the windows. Each room also has its own individually controlled ventilators.

In the kindergarten and first-grade rooms attention has been given to the comfort of the tiny ones, with the constant thought that children will be better pupils and more attentive if they are comfortable. Panel heating has been built into the floors of each of the rooms because the small youngsters spend some of their time working and playing on the floor. Each kindergarten child has his own rug on which he naps on the floor during rest periods, and the hot water panel heat gives him maximum comfort and high health factor.

Every room has a sound-deadening acoustical tile ceiling which serves to reduce room clatter and sharp, piercing noises, so nerve shattering along toward the end of the school day. Judging from the endorsement of state and local educators and visiting specialists, who have inspected the school plant, the architects' objectives in obtaining maximum creature comforts and homelike atmosphere within the limitations of a schoolroom, have been ac-



The auditorium serves as a lunchroom during the noon hour. The stage has curtains and lighting ample for elementary school dramatics.

complished to a remarkable degree. Durability is essential in any school plant and this too has been attained in an interesting manner.

In addition to the 15 classrooms, which are really the achievement in this building, the school contains a well-equipped and lighted library which has attractive book storage facilities on all four walls; a nurses and first aid room and a smaller infirmary to care for youngsters who need isolation until they can be taken home; a teachers' room where lounge and rest areas have been carefully appointed to insure complete relaxation; and a spotless kitchen and cafeteria.

Probably the most popular room in the school is the multipurpose auditorium which serves as a lunchroom, as an assembly, as a practice room for music for both the school band and choir rehearsals, and for plays and dramatic productions. It is open as well to parents for PTA and group meetings and to other community organizations of adults and children. The auditorium is well lighted and spacious. It is truly a community room.

Another feature of the Catlin School is the covered, fresh-air play spaces, so essential in this climate where there is rain during a considerable portion of the school year. These spaces adjoin the inner area formed by the huge U shape of the building and take their walls from the exterior walls of the school.

They are roofed. The two spaces are equal in area, divided by a low wooden wall and heavy wire screen, and the outer wall is constructed of wood with heavy wire netting extending for about 10 feet to provide for plenty of fresh air and yet give protection from the weather and cold. Every child in school can play in the two play spaces at the same time and still engage in games.

One classroom is being specially built and equipped to care for spastic students and will probably be open this coming spring.

The Catlin School is built like a very large U with the auditorium and kitchen occupying one wing and the kindergarten and other classrooms forming the opposite wing. Classrooms, and special-use facilities occupy the long base of the U. A special entrance is provided for kindergarten students and first graders, and the preschool tots also have their own small courtyard for safe play, protected by a brick wall.

The exterior is brick faced; and for almost every other wall area Wolff and Phillips have used native Douglas fir panels and lumber.

Wood was used in a typical case in the wide halls where 12-inch vertical grain Douglas fir paneling was installed horizontally as a 7-foot wainscoting. Architect Phillips points out that wood has several advantages in school buildings. It is easily maintained in good appearance, and it has a much warmer appearance

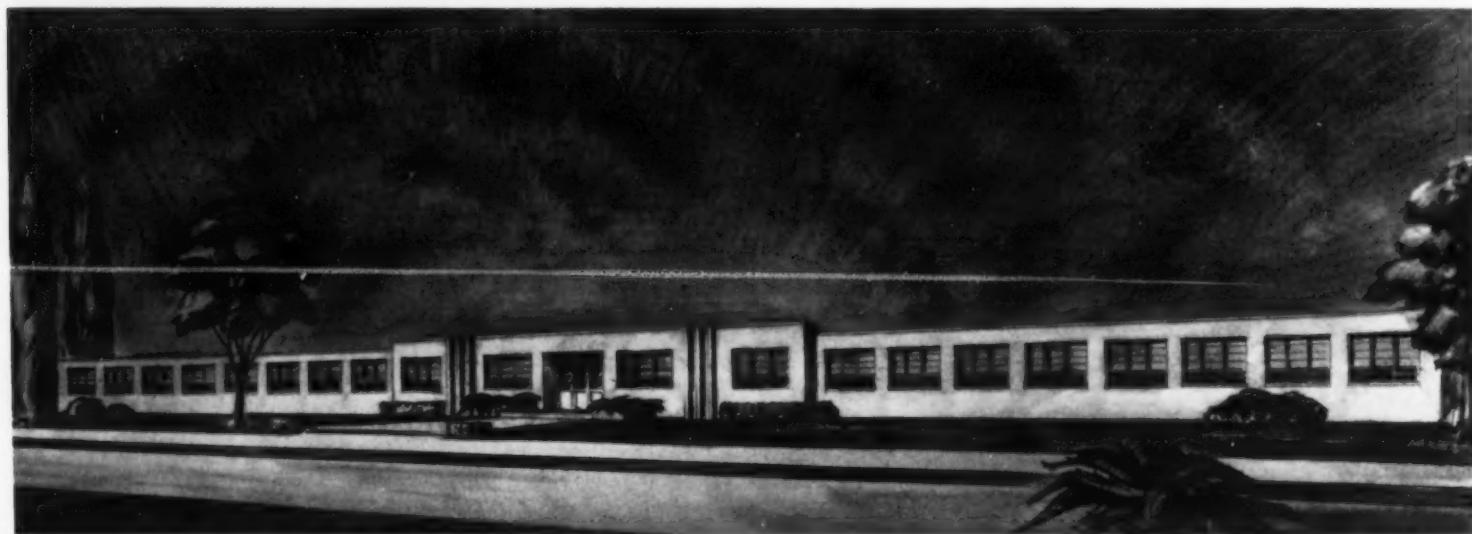
than masonry. In the case of the hall walls, plaster would have been impractical and costly and difficult of maintenance. In the Northwest wood is the least expensive of the durable materials, Phillips points out.

The Catlin School is a single-story building and the safety factor in case of fire is as nearly perfect as is possible to obtain in a public structure, Phillips believes.

All woodwork in the school has been finished to get the full benefit of the fine texture and grain of the selected fir lumber. A simple treatment of one coat of shellac and two coats of clear varnish has created a striking effect of light golden browns. Natural wood coloring has a soothing and warm effect on the people within a room finished with such attention to coloring.

"This building is easier on teachers and students than any conventional school," Principal E. E. Dingerson said, "and at the end of the day, it is amazing how few teachers seem weary and cross and how few students show the effect of a day in school. We have a place for everything needed in a classroom, and have provided every facility for sound teaching in a completely functional unit — our Catlin classroom.

"We believe we have achieved a plant where children can live comfortably while learning, for living is learning."



Perspective, Bay City Colored School, Bay City, Texas. — Wyatt C. Hedrick, Architect, Houston, Texas.

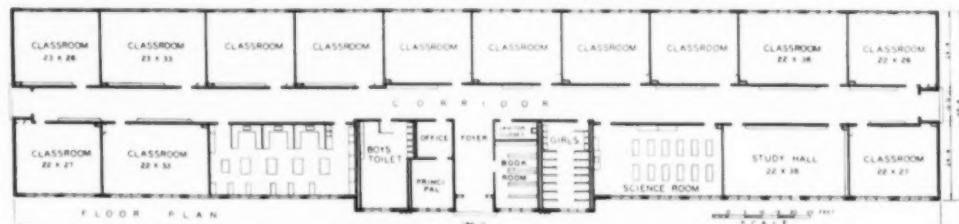
A SCHOOLHOUSE FOR NEGROES

The new schoolhouse for Negro children which is to be erected at Bay City, Tex., will enable the school authorities to offer a considerably broadened program of instruction. The building will be complete, except for an auditorium, the construction of which is at present not possible.

The new school occupies a level site measuring 720 ft. on the main front, with a depth of 730 ft. on one side, and 997 on the other. The front faces east.

The foundation and floors are concrete slabs and the walls throughout are concrete blocks. The roof is built up over a gypsum deck and is carried on steel-bar joists.

All instructional rooms have plastered walls and ceilings, and chalk and tackboards. The



Floor Plan, Bay City Colored School, Bay City, Texas.

lower grade classrooms are equipped with group clothing lockers, teachers' closets, and bookcases. The study hall has book shelving the length of two walls. The science room, which serves for general science study, is fitted with a demonstration table, combination experiment and study tables, bookshelves, sink, gas and electricity, and storage cabinets. The home-economics room has three double-

unit kitchens, worktables and sewing machines, laundry trays, and storage cabinets.

The service unit embraces an office and waiting room, toilets and washrooms for boys and girls, a janitors' room, and a storeroom.

The building will cost \$150,000. The office of Architect Wyatt C. Hedrick, Houston, designed the building and provided the engineering service.



Perspective, William L. Sayre Junior High School, Philadelphia, Pennsylvania.—Howell Lewis Shay, A.I.A., Architect, Philadelphia, Pennsylvania.

Planned as a Laboratory for Teaching Living

The Sayre Junior High School, Philadelphia

A modern theory is that schools are laboratories to educate pupils for living. And since the social trend is for specialization, school buildings should be departmentalized in order to have more functional utility.

The William L. Sayre Junior High School at 58th and Walnut Street, Philadelphia, being built at an estimated cost of \$3,151,245, is planned along lines conforming to these theories. Designed by Howell Lewis Shay, architect, the 4,033,000 cubic foot, two-story school plant has the various departments grouped together for close, harmonious integration.

The modern exterior design which is a purely functional outgrowth of the plan reflects accurately the construction and use of the school building. The outer walls are brick and limestone. The main center of interest is the Walnut Street entrance feature which consists of a limestone tower that serves to house the air intake, the fans, and the exhaust for the auditorium.

The construction is reinforced concrete throughout except for the auditorium and gymnasium which have steel skeleton frames. The roofs are built-up composition membranes.

The interior walls of the school are generally cinder block. Ceilings are mostly of an exposed concrete construction. Floors are asphalt tile except in the gymnasiums where they are of wood. Metal fire doors are used at all possible points of danger. A minimum of wood trim is used, and attention has been given to make the building firesafe throughout.

Plan Departmentalized

The building has been planned to group the academic rooms and the shops and laboratories, to centralize the administrative offices, and to make accessible to the public and to the

student body the areas used by larger groups.

One of the features of the plan is that shops are concentrated in one section of the building. These shops are graphic arts, wood, metal, electric, ceramic, general, and mechanical drawing rooms. The shops are to be equipped with modern machinery and some of the shops will have finishing rooms. Each shop includes a planning room and a project and supply storage room.

The home-economics department is located on the second floor directly above the shops. Important are model living rooms for instruction purposes. These are designed and equipped like real residential living rooms, fitted with special lighting and fixtures to achieve the desired attractive effect. Three large clothing rooms are used for instruction in sewing, ironing, pressing, and cutting. In a "grooming" center the high school girls are taught the proper way to dress their hair and care for their skin. This homemaking arts section also has three laundry rooms and food rooms, equipped with electric washing machines, electric ironers, and gas and electric ranges in five kitchen alcoves.

All music rooms in the school are soundproof. This section includes an instrumental music room, a vocal music room, seven individual practice rooms, a music library, a store-room, and a director's office. There is also a music amphitheater designed in such a way that the instructor may stand on a podium to conduct the orchestra.

The Health Education Area

The school is planned so that hygiene classrooms are located near the gymnasiums. The reason for this is that the same instructors usually conduct both types of classes.

A folding partition divides the large gymna-

sium into the boys' and girls' gymnasiums. The partition may be removed during athletic events, in which case the floor area becomes 125 feet by 144 feet. Folding bleachers and higher level concrete permanent bleachers provide a total seating capacity of 2000. The height of the gymnasium is 22 feet clear to the truss and is high enough to permit all types of indoor sports.

There are two corrective gymnasiums which are 39 feet by 26 feet. This provision makes individual remedial instruction possible.

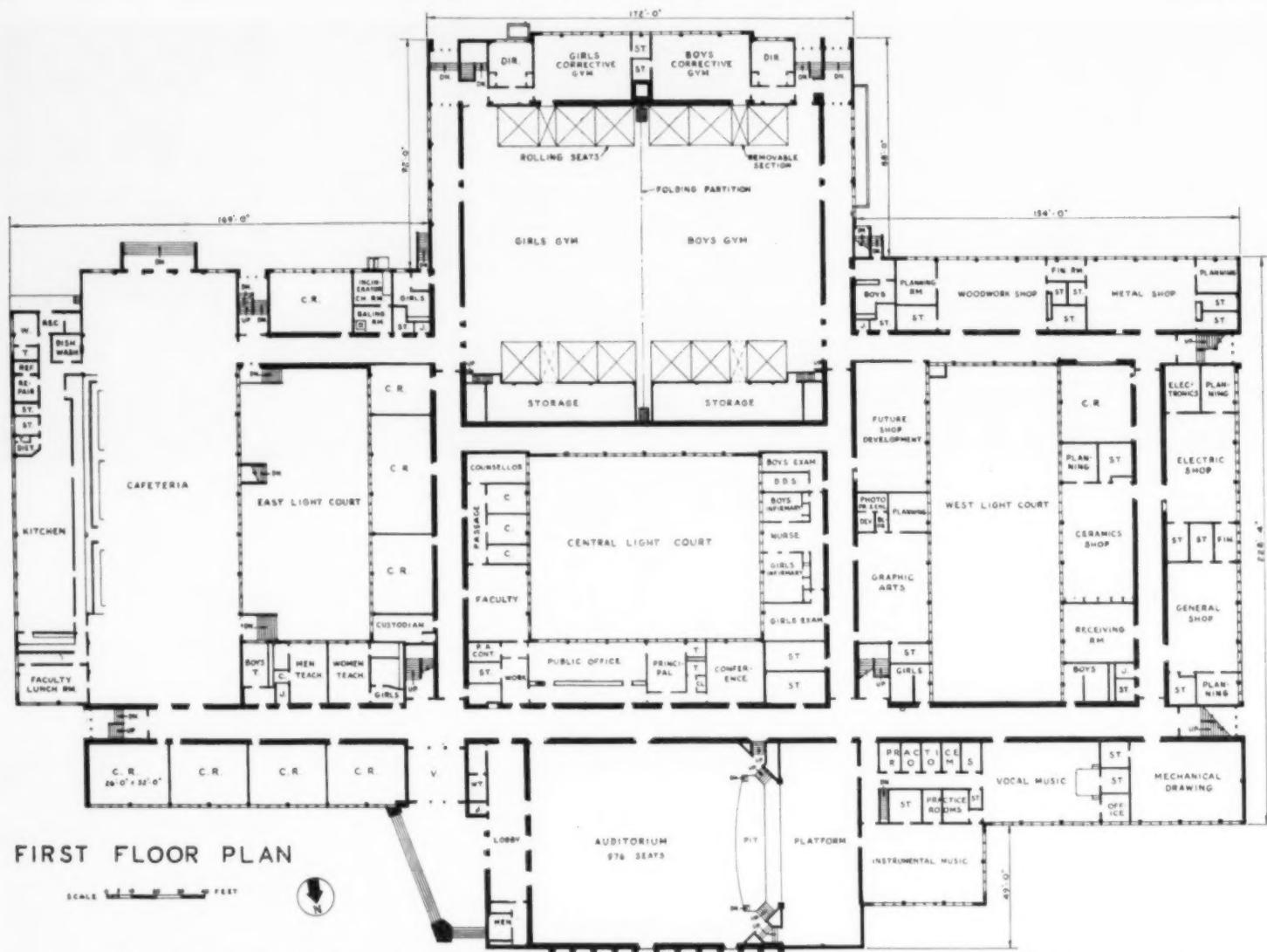
The locker rooms are located under the boys' and girls' gymnasiums. There are also special team rooms fitted with lockers and showers. The boys are provided with runway showers as well as group showers. The girls have individual dressing rooms and showers as well as a limited number of group showers.

A recreation room, 164 feet by 60 feet, is located in the basement. This room may be used for play during inclement weather. Handball courts are also provided in the basement. Each court has a spectators' gallery accessible from the locker rooms as well as from general corridors.

Community Use Planned

The building is divided in such a way that various parts of the plant may be sectioned off for different community purposes. In this way all the facilities and utilities need not be opened to the public when only a limited amount of space is needed.

The auditorium, with a seating capacity of 1000, also has a community feature. It can be used for large group recreation activities. Aluminum window shutters which operate by electric motors make it possible to darken the windows completely when motion pictures are shown. The stage is 30 feet deep, making it



Floor Plan, William L. Sayre Junior High School, Philadelphia, Pennsylvania. Howell Lewis Shay, A.I.A., Architect. Philadelphia, Pennsylvania

particularly useful for large theatrical productions. The stage is fully equipped, and the equipment, such as scenery, may be stored in a large room underneath. Directly in front of the stage is the orchestra pit.

The auditorium has independent heating and a mechanical air supply and exhaust system. The gymnasiums, recreation room, and cafeteria have similar provisions. Lighting in the auditorium is by direct incandescent lights. There is an acoustically treated ceiling and back wall. Although the floor of the auditorium is generally of cement, the aisles have a terrazzo floor covering. The height of the auditorium averages about 25 feet. There are three main entrance doors into the auditorium.

The administrative offices are grouped together on the first floor. There are public, principal, faculty, councilor, and conference rooms. There is also a soundproof public-address control room.

The medical suite includes examination rooms, two infirmaries, and a dental office.

Not counting shops, there are 59 academic instruction rooms. There are also an acoustically treated audio-visual room, an organization committee room, and a large library.

The cafeteria, which is 174 feet by 63 feet, has adjoining it a large kitchen and a faculty dining room. The complete facilities of the cafeteria make it useful for community purposes after school hours.

One wall in every classroom is almost completely glass. This large glass area provision and fluorescent lighting make possible the achievement of uniform lighting of over 30 foot-candles of light at all desks.

Special toilets in the building are readily accessible from the playground. They can be used in conjunction with the interior of the school, but they may also be entered directly from out-of-doors when the school plant as a whole is closed.

ACT ON SURVEY RECOMMENDATIONS

Worcester, Mass., mayor and City Council have authorized borrowing of \$330,000 for construction of an eight-room addition to the May Street school. The Linn survey listed this school as one which required an immediate addition. Plans for an addition to the Columbus Park school and to the West Boylston Street school are being prepared. Mayor Charles F. Jeff Sullivan will ask funds for both projects as soon as they are ready for bids.

The Linn survey commenting on the May Street school said it was handling 135 more pupils at the beginning of school last fall than its capacity of 260. It added: "The pressure will continue to become more severe in the years immediately ahead because of the heavy residential construction in this area during recent years."

The plan for the addition prepared by Frank H. Cutting, architect, will provide a community room at the basement level with a capacity of 200 persons and four classrooms, two each on the

first and second floors. There will be a new gymnasium 20 feet high with a floor area 84 by 90 feet. Space for boys and girls showers and lockers and a medical examiner's room will also be provided.

All three projects are expected to be ready for use by the fall of 1950.

The total loan authorization is expected to reach \$1,000,000 and it has been approved by the Massachusetts Legislature.

G. Adolph Johnson is architect for the Columbus Park school addition and John S. Bilzerian is architect for the West Boylston Street addition.

SCHOOL BUILDING NEWS

► Haddon Heights, N. J. A new 11-classroom elementary school has been authorized by Haddon Heights. Plans are being prepared by Hettell and Albert, architects of Camden, N. J. Ground is to be broken in the near future.

► Maryville, Mo. The board of education plans the erection of an annex to Washington High School in the near future. The addition will include a gymnasium, swimming pool, shower and dressing rooms, class and concert rooms for the music department, and offices for the directors of music and physical education. The cost of the project is estimated at \$300,000.

► Conway, N. H. A complete survey is being made of the educational and building needs of the Conway School District to ascertain the feasibility of a larger high school unit based upon a co-operative school district plan.

► Shreveport, La. The new \$250,000 Blanchard junior high school was recently opened for classes.

The Problem of the Restricted School Site

Clarence W. Hickok*

Three years ago warnings of the growth problem confronting our schools were often met with open skepticism. Now with the first phases of this problem on our hands, skepticism has changed to demands for immediate action. Overcrowded schools, double sessions, and split schedules serve warning of worse to come.

The urgency of the situation is engendering haste in the solution. Too often the problem is being solved in terms of expediency rather than long-term planning. Too often basic policies governing maximum enrollment, interrelationship of buildings or adequacy of site acreage are disregarded or never formulated in the haste to meet the current need.

The results are inevitable — overcrowded sites, inefficient building patterns, a multiplicity of administrative and educational problems. And the blight is permanent. Once a site is crowded with too many buildings it may be expected that its service will be less than the best throughout the life of those structures.

To avoid these pitfalls and to simplify the complex expansion problem, the school board's first step should be to evolve a careful set of basic policies. Wise decisions are more readily achieved and costly mistakes avoided if the board has established basic policies relative to grade groupings, maximum enrollments, minimum facilities, site acreages, and construction standards. Carefully formulated board policies will remove the major causes for board headaches.

The Problem of Sites

One of these problems — and the one with which this discussion is concerned — is the question of site adequacy. The problem of the restricted site is not a new one. In my own school days we boys attempted to solve the problem of the restricted site by utilizing a neighboring cow pasture for a baseball diamond. The solution, however, proved to be inadequate, for the game broke up when our best base runner slid into what he mistook for third base.

Modern school codes prescribe as careful attention to the child's physical development as to his mental growth. These laws are the expression of a deeply fixed social concept. A reversal of this policy is unthinkable. Nor is the provision of adequate play space any more essential to the proper development of the



An airview of Alameda — a tight little island city.

youngster's body than it is to his mind. Properly spaced physical activity periods are as necessary to his academic progress as his recitation period or his study hall time. Any physical education or play program which can be expected to accomplish the intent of these codes can only be conducted on an adequate site. There is no substitute for the great outdoors.

The first question is, "What is a restricted site?" Obviously, the restricted site is one which will not adequately accommodate the educational program to be conducted on it. But how can we determine this adequacy? To this there is no patent answer — no universal yardstick that determines the adequacy or the inadequacy of the site. Blanket recommendations as to acreages are no more than crude working guides. The answer to site adequacy or inadequacy lies in the educational program to be conducted in that school. Fifty-nine acres at the San Francisco State College is deemed a hopelessly restricted area. San Mateo (Calif.) Junior College with 38.2 acres is causing board and faculty headaches because it is

too limited in area. San Luis Obispo, Calif., with some 60 acres in a junior high school and senior high school site was too limited because proper interrelationship of physical education areas and academic areas was precluded by shape and contour, and four additional acres had to be bought and two more created by grading and filling. A single block for a technical school whose physical fitness program is confined to calisthenics would be ample. Only a penetrating analysis of the educational program that the school is to operate will answer the question of site adequacy.

The Too Restricted Site

Is the site too restricted? If after careful analysis of the educational program the answer is in the affirmative, then the school board, the administrators, and their architect must carefully consider their responsibility. The addition of another building unit will further restrict its available open space and probably further add to the student load it must carry. Furthermore, the addition of a new building with a probable useful life of 30, 40, or 50

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Some sites are to be expanded as property can be bought and enrollment rises.

years fastens the continued use of that site on the school system for at least that many years.

Nor can a State Department of Education nor its School Planning Division be held responsible. Only by close co-operation between the state departments, the local authorities, and the architects and engineers employed by them can this problem be wisely resolved. The architect can expect to be held, at least in part, responsible. The architect is more than a draftsman. He must do more than combine materials into a functional and attractive school unit. If he is truly a school architect he is a specialist, an expert, in schoolhousing, and as such he can be expected to do far more than advise what structural system or what room arrangements should be employed. He should do more than establish a workable and efficient interrelationship of buildings on a given site. If he fails to give his client an understanding of the limitations—the long-term limitations—of the inadequate site, he may erect a monument to his own inadequacy. The onus of the restricted educational pattern which his building is to impose on those school children for years to come will inescapably fall, at least in part, on his shoulders.

Likewise the school board and the administration must bear their share of the responsibility. They may not be specialists in school planning, nor are they expected to be, but they are expected to seek and heed the advice of people who are.

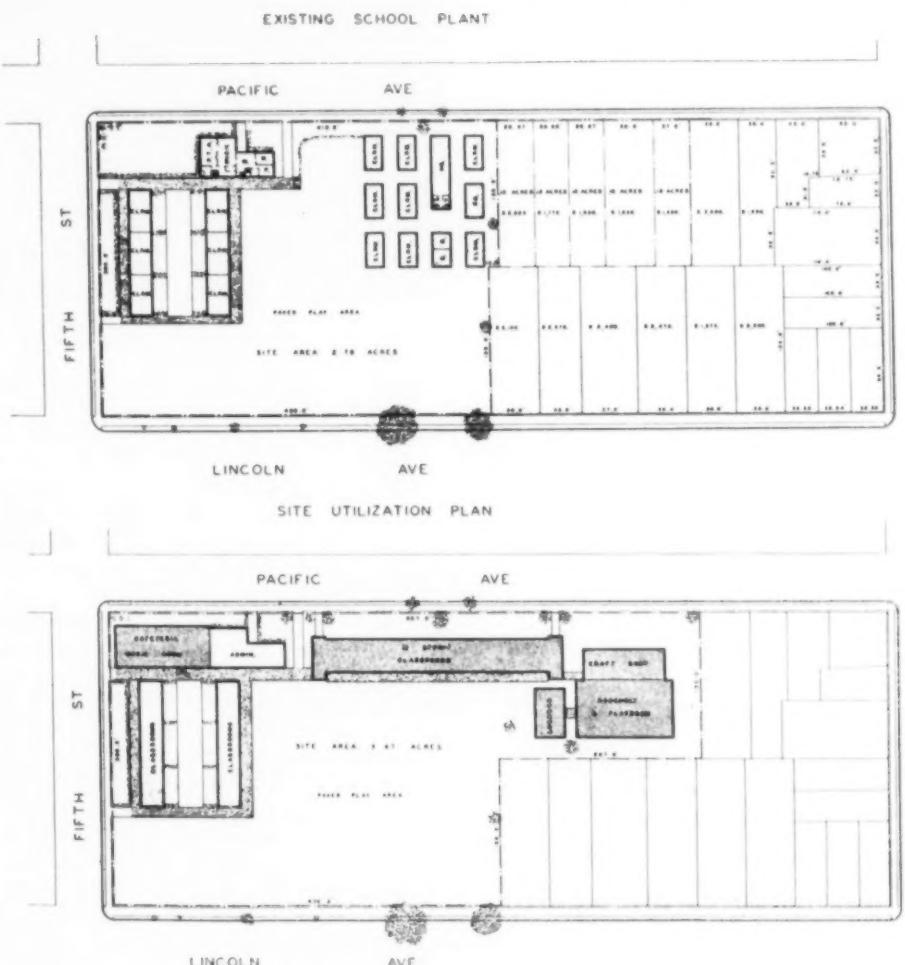
If the primary object of the architect is to build a building, collect his fee, and get out, then he need not raise the question of site adequacy. Similarly, if the board is concerned only with supplying seating space for the cur-

rent enrollment, they too can sidestep the issue. But if the architect and the board wish to contribute to the long-term educational advancement of that community, they will do far more.

And it will pay off. If the architect and the board and if necessary school planning consultants as well, will sit down together and after careful and exhaustive study formulate policies first and lay plans second, that will avoid the pitfalls of inadequate sites it will pay off. It will pay the architect in long-term, revenue producing reputation and it will pay the board in the over-all educational results that their school district is to attain.

Can a Site Be Expanded?

Is the site too restricted? If the answer of the architect is "yes" and the board has been made aware of the fact, then a second question should be asked—"Can the site be expanded?" An answer in the negative should not be too readily accepted. Simply because it is bounded by four streets does not necessarily mean that the answer is a conclusive "no." A joint meeting of the school board and the city council in which the thinking of the council members is carefully led through those channels that show the importance of an adequate site, the limitations of a restricted site, the long-term effect on crop after crop of children



The ultimate complete development of every school site in Alameda, California, is carefully planned.

— over and over city councils so led have closed or rerouted streets or otherwise modified their city planning to make school sites more adequate.

Can the site be expanded? Because the adjacent area is filled with buildings does not necessarily imply a conclusive "no." Even the cost of moving buildings may not bring the total cost to a figure that represents any substantial part of the total investment. A fully completed high school plant for a thousand students will cost at present figures about \$2,000,000 of the taxpayers' money. Before any such sum is expended it behooves those responsible for that expenditure to examine carefully every factor that will affect that school's efficiency. Always the long-term effect — the total number of children whose school lives are to be affected by the false economy of site limitation must be kept before the people who make the decisions.

Can the site be expanded? If the answer, after all courses of action are exhausted, is incontrovertibly "no" then shall we bow to the circumstances and build on the restricted site? Before we do let's ask one more question: Can the educational program be adjusted? Is there another use to which this limited site may be devoted? If this site is too small for an upper grade school, can it be utilized, let us say, as a primary school, for which it may be ample? Perhaps a redevelopment of the entire grade grouping for the city or a neighborhood may better the educational pattern and permit the utilization of the small sites for schools whose programs require only small areas.

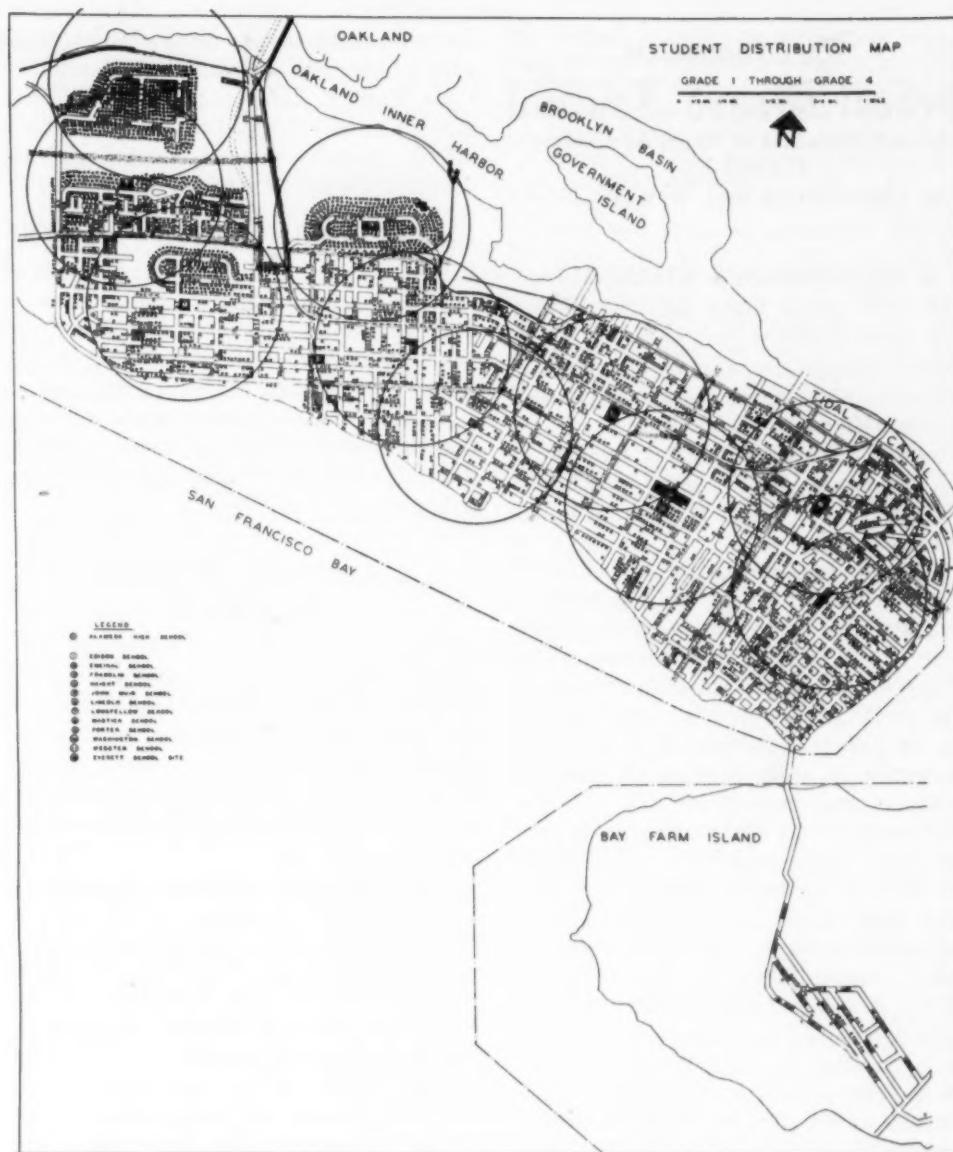
Can the site be re-utilized—changed to another purpose? If the answer is an incontrovertible "no," then before we perpetuate the misfortune by adding a new and costly structure let us ask one further question.

Can we abandon the site? Perhaps not today. It may have on it buildings which have left a number of years of useful life. In these days of fantastic birth rates and unprecedented immigration the last ounce of usefulness must be extracted from every school building. But 10, 15, 20 years from now their usefulness will have ended.

Abandonment of a Site

Can we abandon the site? Perhaps not today, but if we build new buildings on a new site, we may begin the removal. It may not be fully consummated for several years, but the pattern is set and the restrictions of the limited site have not been perpetuated. More often than not the development of a school can be accomplished in several steps. To set up a program for the eventual abandonment of a site, a split school or two small schools may have to be operated for an intervening period. The immediate difficulties and limitations may well be justified by the long-term gain in efficiency. A policy based on the expediency of the moment may well prove most inexpedient in the long run view.

If the necessity for this type of planning is recognized and basic school board policies implementing it are established, rarely will the development of a restricted site be necessary.



The student distribution map for grades one through four indicates the especially heavy areas of child population.

But if the site is too restricted; if the site cannot be expanded; if the site cannot be re-utilized; if the site cannot be abandoned, then the inadequate site may have to be developed.

Multiple story buildings, careful building location, skillful grounds development may somewhat minimize the inadequacy of a site, but there is no trick, no secret method that makes an inadequate site adequate. The only real solution to the problem of building school buildings on a restricted site is *not* to build on a restricted site.

Before a restricted site is further developed the implications inherent in its development should be honestly faced. One inescapable fact should be made clear—there is only one method by which the school administration can meet the limitations of a restricted site—and that is by a curtailment of the educational offering.

The Situation in Alameda

All of the foregoing can be readily accepted in principle. How can it be put into practice?

Here is how one American community is doing it. The accompanying aerial photograph of Alameda, Calif., shows the 21.62 square miles of that "tight little island," occupied virtually to the last square inch. All of 10.86 miles of this 21.62 square miles is under the waters of San Francisco Bay, and the only way Alameda can expand is by creating new land out of that water — a method by the way, which she is currently exploiting.

The solution of Alameda's school problem was started by tearing up a contract for \$700,000 worth of school buildings. We are not in business for the fun of it; nor are we operating on any lofty theory of public service or ideals. We do believe, however, that service to the client on the basis of what will best serve that school district's long-term educational needs is good business.

Five Group Questions

When the architects, the consultants, the school board, and the administrators began the
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(Concluded on page 80)

The American
School Board Journal
 A Monthly Periodical of School Administration
 Edited by
 Wm. Geo. Bruce and Wm. C. Bruce

A CONTINUOUS STRUGGLE

THE news which filters into the editor's office gives evidence that there is a continuous struggle for the maintenance of good administrative practices in city school systems. Unquestionably, this is an infinitesimal portion of a great number of such situations which never reach the public notice but which are cleared up by the local boards.

There are instances of the school board member who is working for the appointment of a friend who owes a political debt. There is the school executive who writes the specifications for school equipment to favor an influential business firm. There is even the college department head who stirs up trouble in order to place a graduate student in an advanced job. There is the board member who is spreading gossip concerning the superintendent to build up distrust and to ultimately eliminate a competent man. There is the political group that desires to have a board of education elected on ward lines.

These few illustrations might be continued indefinitely in variety and number. The fact is that so long as human nature is as it is there will be a battle between destructive forces and constructive ideals. Members of boards of education and their executives must therefore, battle for efficiency, for correct ideals in education and administration, and for ordinary decency and honesty. The temper of a community has a direct effect upon the struggle which the school board must carry on. Where an entire community accepts the machinations of cheap politicians as a part of everyday life, to be shrugged off or mildly opposed, unless the happenings are too positively scandalous, the job of the school executives and of the board are difficult indeed. But the board members in the best communities where there is real civic pride, backed by moral and civic consciousness upon the part of community leaders and the press, must also be alert. There never can be even a single surrender to the idea that schools can be used to satisfy personal ambitions or political expediency.

There have been some fine examples of school board heroism in fighting political interference with high ideals of school service and competent professional administration. Within recent years the school board in Peoria defeated a bold move to increase

its membership and to restore the old ward plan of election with all its bad implications. East St. Louis is another city where a small group of board members, led by a strong, civically minded woman member, defeated the political misuse of the schools for the benefit of a few contractors and businessmen.

It is the responsibility of every board of education to scotch efforts to interfere with well-established school organization, to maintain proper relations for independent action of the board of education, and to insist upon the recognition of the principle that the schools are an agency of the state, coterminous with the municipality but not a department of it.

**AN ASPECT OF PUBLIC
RELATIONS**

SUPT. EARL DIMMICK, of Pittsburgh, Pa., at one time pointed out that the public relations of public schools must operate in two areas: internal relations between the school employees and the students, and external relations between the individuals, the school groups, and the community at large.

It is to be feared that the first area is badly neglected or at least looked upon as of minor consequence. And yet we think that attention to keeping all groups of a school system informed and interested in the doings of all other sections, attention to the development of mutual respect growing out of knowledge of one another, and finally insistence on co-operation of all groups with all others will help make eternal public relations easy and effective. All this applies to the executive and the nonteaching employees of the schools quite as strongly as it does to teachers and principals. Any lowering of the understanding and respect of, say, a department of a school for another department, of the principals for the building maintenance executives and the janitorial men, of the teachers for the school board, means just so much of a reduction in the total efficiency of the entire schools and a hindering of the total community regard for the schools. Ultimately, this means that each division of the schools and every individual within a division, must render efficient service, must make the results of his good service known and appreciated, and must assume the attitude of good will toward the rest of the departments. Someone has well said that good school public relations are in a sense a way of life for every school employee.

The school board has the final responsibility for good public relations. The spirit in which it carries on its work, the attitudes

of co-operation and helpfulness of the members, the steps taken for keeping informed, and the sympathetic understanding which the members display toward school employees will provide a leadership that will inevitably seep down into the ranks of supervisors and teachers and nonteaching employees. Such good internal public relations are a strong force for implementing sound administrative and supervisory policies, good personnel practices, adequate salary schedules and good shop plant conditions.

PLANNING SCHOOLROOMS

THE postwar interest in school planning has encouraged architects to break the shackles of convention which dictated the size, shape, lighting, and equipment of classrooms. If one may believe the reports of school authorities and architects, the old-time schoolroom measuring 22 to 24 by 30 or 32 feet, with a 12-foot ceiling and lighted from a continuous bank of windows at the left of the pupils, is a thing of the past.

The new room is nearly square and approaches 30 by 32 or 33 feet in dimension. One side wall is almost entirely glass from ceiling to floor, and supplementary windows set high in the wall adjoining the corridor or in some form of clerestory or saw-tooth skylight arrangement, are depended upon to equalize the daylighting in the areas farthest from the main windows. The ceilings vary in arrangement almost as much as the windows; they slope toward or away from the windows; they are on one or two levels; they are acoustically treated or merely insulated for quiet walking except when radiant heat is used.

It will be interesting to note after a decade how many of the novelties in classroom design and construction have stood the test of weathering; how satisfactory they have been in maintenance and ordinary care and cleaning; how economical the rooms have been in heating and repair. Whatever fault the old, conventional schoolrooms had, they did stand up for many years under heavy use by children. A very simple type of floor maintenance, of washing and repainting of walls, and replacement of not too costly fittings kept them at satisfactory levels of performance.

It is to be feared that ultimate economy has not been given sufficient attention in the design and construction of many modernistic schoolrooms. This is in sharp contrast to the modern construction and equipment of recent industrial plants and commercial buildings, in which ease of upkeep and ultimate low cost are being achieved. This should be true of the newer types of schoolrooms.

Word From Washington

Education From a UNESCO Viewpoint *Elaine Exton*

"That Science and Peace will triumph over Ignorance and War, that Nations will come together, *not to destroy but to construct*, and that the future belongs to those who accomplish most for humanity"—this belief voiced by the famous French scientist, Louis Pasteur, almost a century ago served as a keynote for the Second National Conference on Unesco held in Cleveland, Ohio, March 31 to April 12, 1949.

The historic event attracted educators, artists, scientists, students, as well as citizens in other walks of life, from many of the highways and byways that fan out across the nation. More than 3000 delegates attended, while a capacity audience—estimated at 9000—crowded a public session to hear Mrs. Franklin D. Roosevelt's speech on "Making Human Rights Come Alive" and the premiere of the "Freedom Symphony" arranged by Dr. Howard Hanson, director of the Eastman School of Music.

The U. S. National Commission for UNESCO

The three-day Conference was convened under the aegis of the U. S. National Commission for Unesco "to broaden and make more effective movements toward international understanding and a permanent peace, and to illustrate how community resources can be used to that end."¹

The existence of this National Commission as well as the holding of such gatherings is provided for in Public Law 565 (79th Congress, July 30, 1946) which authorizes United States membership in the United States Educational, Scientific, and Cultural Organization—popularly called Unesco—and establishes a United States Commission to serve as a connecting link between the American people, their government, and the Unesco Secretariat in Paris on matters pertaining to Unesco. This distinguished body is composed of one hundred prominent men and women. The legislation stipulates that at least sixty of the members must represent national voluntary organizations with educational, scientific, or cultural interests. The other delegates include persons who have been prominent in fields covered by Unesco as well as representatives of federal agencies and state governments.

If Unesco is to fulfill its vital mission and lead us to world peace through international understanding, it must become truly "a people's agency for peace" and must have widespread participation by individuals in all member nations,² in the opinion of Milton E. Eisenhower, president of Kansas State College

¹Excerpts from leading speeches and digests of group and section meeting reports in three issues of *Unesco Conference Journal* which furnish a factual synopsis of the conclave, may be obtained free from the Unesco Relations Staff, U. S. Department of State, Washington 25, D. C., while the supply lasts.

²As of April 1, 1949, the 46 member nations of Unesco were: *Afghanistan, *Argentine Republic, *Austria, *Belgium, *Bolivia, *Brazil, Canada, *China, *Columbia,

and chairman of our country's National Commission. Unesco's activities must never be limited merely to the doings of scholars and intellectuals, he stressed in remarks at Cleveland, "but *must* be supplemented by concrete projects in which the people of our cities and rural areas, and the peoples of other lands, can directly and immediately participate."

The passages that follow offer a bird's-eye view of the education projects accorded high priority in the Unesco program for 1949 as seen from the perspective of the Cleveland Conference. It is hoped these impressions will quicken the interest of local school officials in implementing Unesco objectives by carrying forward a series of parallel activities in their own communities. Because Unesco's domain includes such a diversity of undertakings it is not possible to mention here the significant work being carried on in such other Unesco fields of action as communications, human and social sciences, natural sciences, and cultural exchange.

Educational and Cultural Reconstruction Abroad

Addressing the Second Conference of the U. S. National Commission for Unesco in Cleveland on April 1, Dr. Jaime Torres Bodet, Unesco's new director general, exclaimed: "War destroyed tens of thousands of schools—and the world never had enough of them to educate itself! War gutted, or sacked, or demolished thousands of libraries, of museums, of laboratories—and we always had too few!"

"However, the cultural losses of war have not ended with the war," he continued, "they are occurring now in the minds of millions of children who are being deprived of (an adequate) education because the means for educating them have been destroyed. There are communities and provinces in some of the war-torn countries where civilization is literally dying out for lack of pencils, blackboards, or schoolroom desks. It is for this reason, that Unesco, since its foundation, has been giving priority in its work to educational and cultural reconstruction. The need is as great as ever," he added: "Let me plead with you not to relax your efforts, or curb your generosity."

In further defining this problem, Dr. Bernard F. Drzewieski, head of the Reconstruction Department of Unesco, explained: "The war-torn nations realizing themselves the importance of education are making terrific efforts to open, as widely as possible, all educational possibilities to their respective nations, but

*Cuba, Czechoslovakia, *Denmark, *Dominican Republic, *Ecuador, Egypt, El Salvador, *France, Greece, *Haiti, *Honduras, *Hungary, *India, *Iran, *Iraq, *Italy, *Lebanon, Liberia, Luxembourg, *Mexico, *Netherlands, *New Zealand, *Norway, *Peru, *Philippine Republic, *Poland, Saudi Arabia, Siam, Switzerland, *Syria, *Turkey, *Union of South Africa, *United Kingdom, *United States, *Uruguay, and Venezuela. The asterisk (*) denotes the countries (36) that have, or are forming, national commissions or co-operating bodies that are similar to the National Commission for Unesco of the United States.

their budgets are still very small. Even in those cases where the education budget is increased, the bulk of the money is usually spent for administration and teachers' salaries—in most cases very modest salaries—and for rebuilding wrecked school houses or building temporary accommodations.

"Since most of these nations cannot afford to spend very much to equip their schools," Dr. Drzewieski observed, "you can still find countries where the children are sitting in wrecked barracks—unheated, shivering—and where the teachers have to teach their pupils in three, four, or five shifts daily. Consequently," he reported, "the need for books, scientific equipment, visual aids, vocational training equipment, and artists' equipment is still very high in all such countries, as they cannot produce these things themselves."

The major portion of Unesco's reconstruction program for 1949 will deviate little from the work of the preceding year. Assistance to war-handicapped children in Europe and Asia and to Arab refugees in the Middle East are aspects that will receive attention. A large percentage of the 13 million war orphans in Europe and of the additional millions orphaned in China are suffering from the physical effects of war. As they approach adolescence it becomes increasingly urgent that the special educational problems of these children be provided for so that they can be helped to cope with their disabilities into useful adults. In Italy, for example, 20,000 children are maimed or disabled in one way or another. In Greece there are more than 9000 child war-victims, in Poland more than 6000.

One of the resolutions adopted by the Third Session of the General Conference of Unesco last December in Beirut affirms "that it shall be the policy of Unesco in future years to transfer its energies from reconstruction of war-devastated areas to constructive development of education, science, and culture in areas where such development is appropriate." This paves the way for effecting when the educational systems in war-ravaged countries have been more nearly restored to prewar levels some years hence—a gradual change-over to a long-range program of assisting member governments in lifting the quality of education in backward areas of the world.

In May, the work of the Commission for International Educational Reconstruction (CIER), under the able direction of Dr. T. G. Pullen, Jr., Maryland's state superintendent of public instruction, and Dr. Harold E. Snyder, consultant of the American Council on Education, will come to a close. Since 1946 this agency has been the focal point in the United States for furnishing information on reconstruction needs and costs and for co-ordinating the efforts of schools and other groups interested in aiding cultural rebuilding in war-torn lands.

The CIER reports that during this period American organizations contributed more than 214 million dollars in money, goods, and services for educational reconstruction purposes, including school supplies, cultural materials, and study grants. A committee of the U. S. National Commission for Unesco will soon be appointed to assist in the American effort for educational reconstruction in the war-devastated countries.³

³Relevant inquiries may be sent to the Unesco Relations Staff of the U. S. Department of State, Washington 25, D. C.

Word From Washington

American schools desirous of participating in educational reconstruction activities will find suitable suggestions and procedures outlined in the new booklet — *It's Yours for the Giving* — published under the auspices of Unesco and the CIER.⁴ Now that the Unesco Secretariat in Paris is able to supply more complete information on cultural destruction overseas it will be possible to more readily match the gifts of agencies in this country with specific needs in schools, scientific laboratories, libraries, museums, children's villages, and other recipient groups in war-ravaged areas abroad.

Raising Educational Standards in Underdeveloped Areas

Promoting the improvement of educational facilities and standards in underprivileged regions of the world has been assigned "A" priority in the 1949 Unesco program. Commenting that "improved techniques in teaching are constantly being developed and a deeper understanding of the problems of education is being reached," Unesco's Director General Dr. Torres Bodet, long a leader in the drive to reduce illiteracy in Mexico, told a Cleveland Conference audience: "To introduce these new techniques and new concepts into a country whose educational system is underdeveloped may have local repercussions almost as revolutionary as those produced by the discovery of the printing press in Europe."

Fundamental Education

The sobering fact that nearly one half of the world's population is said to be illiterate indicates the stupendous nature of this responsibility. As Chicago-born Walter Laves, now Unesco's Deputy Director General, has pointed out: "Until the illiterates have some measure of literacy, there is little likelihood of bringing them effectively into the work of the United Nations or of a peaceful world. Therefore, one of the principal tasks which Unesco has been asked to give attention to is the development of fundamental education programs or campaigns against illiteracy. The task, however, is broader than teaching A, B, C or 1, 2, 3. It is also a matter of combating illiteracy in living — including matters of health, nutrition, agricultural methods, civic education, improving the general welfare."

A small scale demonstration of some of the practical methods whereby members of a backward rural community can quickly be taught how to create a better life for themselves is now being undertaken by Unesco in co-operation with other United Nations agencies in the Marbial Valley of Haiti where the inhabitants are plagued by disease, drought, overpopulation, and soil erosion.

Unesco's Education Department is maintaining contact with significant fundamental education activities being carried on in member states and will serve as a clearinghouse of information in this field. Data on the most prom-

ising techniques will be made available to interested educators throughout the world and sample materials will be prepared for use in "pilot" projects in Haiti, China, British East Africa, and elsewhere.

Educational Missions and Seminars

Unesco also recognizes that experts' missions and teachers' seminars can be useful devices for stimulating educational advances in underdeveloped regions. At the request of a member state and after a formal agreement has been concluded, Unesco will send an international team of specialists to survey the nation's educational system and advise about improvements.

Dr. Floyd Reeves, of the University of Chi-



cago, is heading a three-month Unesco mission to the Philippines to study problems of civic information and education and to help in the development of primary as well as adult education programs there. A second educational mission will soon leave for Afghanistan to survey that nation's elementary and secondary school facilities and existing provisions for vocational training. A similar consultative mission has just visited Siam. Another will soon depart for Syria.

In 1949 Unesco will convene at least two seminars for teachers and educational administrators — one in July in Brazil on mass illiteracy, another in October in India on problems of adult education for rural communities. It will also sponsor a World Conference on Adult Education in Denmark this summer at Hindsight Castle, about five hours by rail from Copenhagen. Last year's Utrecht Conference was attended by representatives of universities in 34 countries.

Increasing International Understanding

Since Unesco was set up to promote international understanding throughout the world its entire program is oriented toward that goal and all its activities are designed to foster peace through understanding between peoples. From among Unesco's varied enterprises two high priority undertakings not yet discussed — namely, the improvement of textbooks and the exchange of persons — merit consideration because of their significance both from the standpoint of education and of building the defenses of peace in the minds of men.

The Improvement of Textbooks

After intensive investigation Unesco experts have drawn up a set of principles and criteria as well as a "Model Plan" for evaluating the

extent to which school textbooks and teaching materials develop attitudes in students that contribute to or hamper the growth of good feeling among nations. When these devices have been checked by authorities in different lands, Unesco's member countries will be invited to apply the techniques to their own textbooks to appraise how they stack up. The agreed on standards will soon be made available in handbook form.

A recent Unesco brochure deals with teaching about the United Nations and its specialized agencies in an effort to encourage school consideration of this topic. During 1949 the organization will also stress the development of international-mindedness through geography teaching and will begin preparing for two educational seminars scheduled in 1950 — one on the teaching of geography, the other on the revision of textbooks, particularly history publications.

Exchange of Students, Teachers, and Technicians

Calling attention to the growing realization of the importance of exchange of people in vitalizing and stimulating international co-operative endeavors and as a vehicle for the interchange of ideas and skills, William D. Carter, who heads Unesco's Department of Exchange of Persons, announced in Cleveland at the United States National Conference on Unesco that Unesco's work in this field in 1949 will have these four main emphases: (1) collecting and disseminating information about fellowship openings throughout the world, (2) stimulating the provision of additional scholarships and travel grants in member nations, (3) administering Unesco-sponsored fellowships, and (4) studying barriers to exchange of persons between member states.

Unesco is presently administering some 225 fellowships for study and travel abroad in subjects related to its interests, including educational administration, educational problems of war-affected children, cinema and radio education. Of this number, 70 are being financed from Unesco's own budget, while 155 additional ones have been made possible by outside agencies.

Two recent Acts of Congress have further increased the responsibility of our government with respect to the exchange of persons for educational purposes. Under the Fulbright Act of 1946 (Public Law 584, 79th Congress) funds acquired abroad by the United States from the sale of surplus war goods can be used either: (1) to finance Americans while they are studying, teaching, or doing research in a participating country, or (2) to pay the round trip fare of nationals in a participating country to come to America for like purposes. Since these funds remain in the currency of the participating foreign country they cannot be used in the United States.

The Fulbright program may ultimately include more than 20 nations and involve an expenditure of about \$140,000,000 in foreign currencies in the course of the next 20 years. Thus far agreements have been signed with China, Burma, Greece, the Philippines, New Zealand, Belgium and Luxembourg, the United Kingdom, France and Italy.

Furthermore, the interchange of "students, trainees, teachers, guest instructors, professors, and leaders in fields of specialized knowledge or skill" is authorized on a reciprocal basis be-

⁴Single copies of *It's Yours for the Giving* may be obtained free on request from the Unesco Relations Staff of the U. S. Department of State, Washington 25, D. C., which will also furnish, while their supply lasts, copies of six booklets describing cultural losses recently issued by the Unesco Secretariat, namely — *Art Museums in Need*, *Child War-Victims*, *International Work Camps*, *Libraries in Need*, *Science Laboratories in Need*, *Universities in Need*.



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SHINE-ALL — a neutral chemical cleaner. Does not have to be rinsed. Saves labor costs. All types of flooring manufacturers endorse it.

RENOVATOR — strong powerful alkali cleaner. Used as a concentrated lifter for removing oils, grease and dirt. Used only on tough clean-up jobs.

LUST-O-WITE — combination of effective chemical ingredients for deodorizing and cleaning toilet bowls. Does not scratch or mar surfaces. Removes dirt, stains and organic matter.

HIL-TONE — a floor dressing that is ideal to daily maintain and preserve varnished, sealed or finished surfaces. Dust and dirt are kept out of the wood by Hiltone's light protective film. It does not darken the floor. Is not oily.

NEUTONE — a four-in-one product—cleaner, maintainer, wax and dressing. A splendid conditioner for wood floors because it has a natural affinity to wood.

KURL-OFF — a new non-inflammable paint and varnish remover that contains no alkali, mineral acids, water or other ingredients, which might be harmful to the floor surface. No after rinse is required. Lifts varnish film immediately upon application.

WOOD PRIMER — a wood seal that is designed for subsequent top coats of either wax, finish or dressing. Contains no mineral or paraffin. Approved by Maple Floor Manufacturers Association and Oak Flooring Manufacturers Association.

PENETRATING SEAL #21 — a wonderful wood hardening seal. Penetrates deeply. A tough traffic-resisting, non-cracking product made especially for wood floors. Does not darken the floor.

STAR GYM FINISH — contains 100% Tung Oil, blended with an entirely new fortified resin. Does not darken the floor. Long-lasting. Withstands immersing for two hours in boiling water. Its toughness has never been excelled.

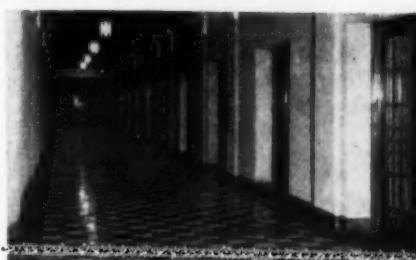
WINDO CLEAN — a lightening cleaner which dissolves dirt, grime and discoloration on glass, mirrors, etc. Glass stays clean longer because Windo Clean seals the cell structure of glass.

★ FREE . . .

Send for this New Job Specification Folder full of helpful information on proper floor maintenance and sanitation.

★ "MAINTAINEERS" . . .

Hillyard Maintaineers are a Nation-Wide Organization of floor treatment Experts. Advice and recommendations given without obligation. He will help you with vexing floor problems and show you how to make your maintenance dollar go farther.



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Earlier Successes Repeated at Philadelphia AASA Conference

The successes of the 1949 Pacific Coast and Middle-West regional meetings of the American Association of School Administrators were repeated splendidly at the Eastern Conference in Philadelphia, March 27 to 30. The proximity to Washington, and to the great urban centers and the densely populated eastern industrial states shifted the emphasis of the discussions of such problems as federal aid, school building programs, international relations and peace, to accentuate sharply regional realities, interests, and needs. In significance and practical value to school administrators and local school systems, the discussion groups outdistanced the general sessions with perhaps one exception—the talks on the Conservation of Natural Resources by President Willard E. Goslin, and the Conservation of Human Resources by Professor Allison Davis. The latter sharply challenged the value of intelligence tests as applied to children in the lower socio-economic levels of the cities and criticized the present static school curriculum. His address was in effect a ringing plea for adjusting the schoolwork to do vastly more for the children of the slums "who are smart as whips at real life problems." The United States is losing the valuable services of practically 50 per cent of its able children because the school curriculum and the system of teachers' marks are based on narrow academic tests and values, all gauged to fit the middle class children, but without significance to the children of the poor. The United States cannot expect to hold a place of leadership as a world power unless it discovers and trains more of the brains in the lower social groups.

The School Building Crisis

The present enormous needs for additional

school plants and the problems of designing, constructing, and equipping new schoolhouses—not to forget the dilemma of financing the building and remodeling projects—constituted the most widely discussed series of problems of the Conference. Using the 1949 Yearbook of the AASA on "School Buildings" as the basis of the discussions, four distinct meetings took up: (1) long range planning of school plant programs, (2) planning school buildings to fit the educational program, (3) adjusting building designs and materials in relation to economy and efficiency, (4) financing the school building program. Dr. Homer Anderson, Newton, Mass., and chairman of the Yearbook Commission, in pointing out the critical character of the school plant shortage due to the war period backlog of building needs and the increased birth rate, pointed out that school plants should be built to anticipate future educational needs, that economy must be effected by simple design and functional planning; that pay-as-you-go financing should be combined with sensible borrowing methods.

Space Provisions

Dr. N. L. Engelhardt, school building consultant, New York, called attention to the



Mr. Rayburn J. Fisher, former superintendent of schools, Anniston, Alabama, awarded the first check for advanced study from the scholarship fund, for graduate study in school administration, by Bert Cholet, President of the Associated Exhibitors of the N.E.A.

fact that space provisions in new high school buildings fail significantly to meet the requirements of modern secondary educational programs:

Surely there have been modifications and changes in our educational programs that would warrant if not demand large scale modifications in the kinds of rooms and instructional spaces provided to house the program for our young people. Over the past forty years, these adaptations of plant to curriculum have been confined, in large part, to changing the names on the doors. Rooms to house the health program are called clinics instead of dispensary. Little more than that can be said if we are to confine our analysis to changes affecting any significant number of schools.

1. There has been a large increase in the spaces included in secondary schools, although a vast majority of the spaces appear in only a very low percentage of the buildings studied. There were 380 different spaces found in 60 buildings constructed between 1929 and 1933 while there were found over 600 kinds of spaces in 87 high schools built between 1933 and 1948.

2. There has been a scattered increase in spaces devoted to student-run activities. Social rooms, student organization rooms, club rooms, and the like are beginning to appear more frequently.

3. In the field of specialized facilities for the teaching of English there are scattered indications in more recently designed buildings of spaces more closely geared to the educational program. English laboratories, dramatics rooms, and speech rooms, all often equipped with stage and conference spaces are indications along this line. A similar trend is taking place in the other subject matter areas.

4. In art and music there is an increasingly greater spread of spaces provided. Art studios, art galleries, and an increasing complexity of auxiliary rooms, music studios, practice rooms, ensemble rooms, and the like all show the attempt to provide facilities to meet the needs of more modern programs.

5. Science facilities have shown a trend in recent years toward greater concentration upon general science facilities.

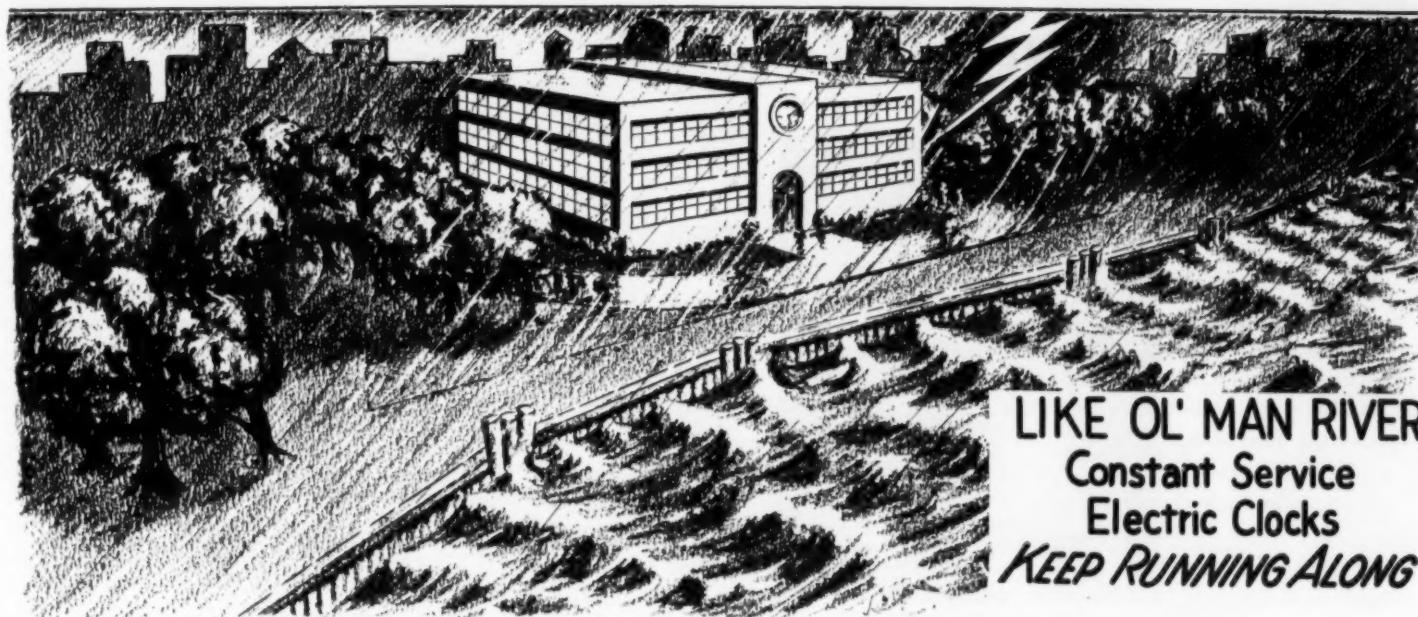
6. In the shop field there has been a considerable widening of facilities showing a reaction to



ASSOCIATED EXHIBITORS NEW OFFICERS

At the annual meeting of the Associated Exhibitors in Philadelphia, Mr. Ronald M. Maxwell of E. H. Sheldon and Company, was elected President. Photograph reading left to right: Ronald M. Maxwell, president; Bert Cholet, retiring president; Paul L. Crabtree, secretary and treasurer, Associated Exhibitors of the N.E.A.

(Concluded on page 60)



LIKE OL' MAN RIVER
Constant Service
Electric Clocks
KEEP RUNNING ALONG

A PERFECT Clock System is one that is PERPETUALLY ON-TIME
It Cannot Stop a while—then Run like Mad to Catch Up

This calls for a never failing source of Clock power, or a Stored-Energy Stand-by, to supplement the normal 110 volt Main lighting circuit, whenever it goes off.

There is no electric clock system manufactured today, either minute impulse, or synchronous, that keeps all outlying clocks running, when the A.C. power to the building has been interrupted—except the Constant Service Type.

As a substitute, there are several kinds of Centrally controlled equipment that provide means for resetting of all clocks to correct time eventually, after power supply has been restored, to avoid the use of a step ladder.

Where failures are extremely rare, and all clocks are connected on a circuit that runs back to the main switchboard, ahead of all

branch circuits—then the lower priced 2-wire Synchronous clocks, for small schools having 12 or fewer clocks, and a 3-wire Semi-automatic centrally controlled clock system for larger schools, will serve the job well.

If current failures take place several times a month, then there is No Real substitute for Constant Service Control.



The Bell-ringing Program Clock—the most important part of any clock system. No school should be without one.

No. 1202 Automatic control panel that always keeps the clocks running.

Constant Service Control is really no more than an Attachment. It can be added at any time to any Synchronous clock system of any make, either 2-wire, or 3-wire operated. It costs no more to add later, when needed.

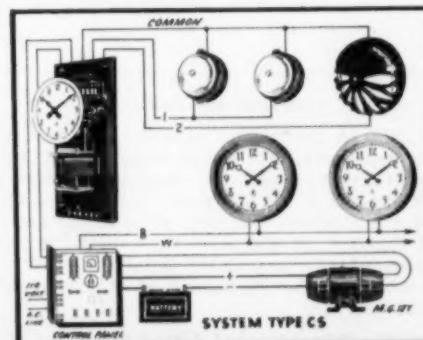
Constant Service Control is the Simplest of all Central Controls. It is no more than an automatic switch, that transfers the clock supply from one line to another. It all takes place instantly, and with no other moving parts, such as stepping relays, contacts and spring driven accumulators, common to the usual "better-late-than-never" reset devices.

Whether the added cost of Constant Service is warranted, depends largely on the stability of the A.C. power supply. The inconveniences and confusion resulting from incorrect time, with bells ringing wrong or not at all, and classes upset—all because of one of those annoying power failures—should be a good measuring stick. If it happens too often—maybe it's time to talk "no-stop," the Clock System that keeps every school on even keel.

Large Post-offices, Railroad Stations, and Public Buildings have long been insistent on using clocks that are not affected by power failures.

Time—to many people—is really quite important.

TYPE CS— The Uninterrupted, or Constant Service Clock and Program System. This is the very best and most complete of all clock systems. Extensively used in railroad stations, post offices, schools and colleges, where *Perpetual* correct time is demanded. Clocks are unaffected by power failures. In case there is an interruption in normal AC power, an automatic transfer switch starts up a standby Synchronous dynamotor, from energy supplied by an auto type storage battery. This supplies current to all clocks and bells, as long as the AC supply is off.



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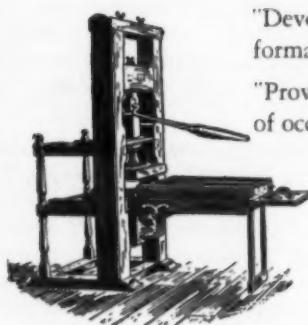
Why Teach Printing?



Dr. VERNE C. FRYKLUND
President, Stout Institute, Menomonie, Wisconsin, Says:

"**H**ere are the reasons for teaching printing in the schools:
 "Fosters appreciation of good craftsmanship and good design in the graphic arts.
 "Provides opportunities for developing independence in planning, making layouts, and following to successful completion individual and group projects.
 "Develops habits of careful, orderly, and methodical performances of the various tasks involved in printing.
 "Provides experiences that create intelligent understanding of occupations relating to printing."

ATF is prepared to submit floor plans and specifications for complete new printing and graphic arts departments, or for modernizing existing departments. This service is free and does not obligate school officials. Write for information and help in formulating your plans. State the type of school and the maximum number of students to be accommodated in any one class.



American Type Founders

Department of Education

200 Elmora Avenue, Elizabeth B, N. J.



(Concluded from page 58)

the demand for greater amounts of vocational shop experience. There has been a shift from manual training rooms and woodworking shops to such diverse spaces as radio, farm shop, milk testing laboratory, tailoring, aeronautical engine, and the like. At the same time there has been an interesting increase in the percentage of schools in recent years having some kind of general shop space.

The Financial Problem

Perhaps the most important paper of the Building Conferences was the summary of the problem of "Financing School Building Problems" presented by Dr. Edgar L. Morphet, chief of the School Finance Division of the U. S. Office of Education. At present,

Dr. Morphet said, the enrollment of grades 1-12 is about 25,800,000. Ten years hence, in 1958-59, the enrollment in grades 1-8 will be 26,160,000, and in grades 9-12 it will be 7,880,000, or a total of 34,040,000 in grades 1-12. If to these figures are added the estimated increase of enrollment in nonpublic schools, there will be 8,240,000 additional children in all schools, grades 1-12. With 30 children estimated per room, this will mean 250,000 additional classrooms, not counting kindergartens and junior college rooms.

If we multiply the 250,000 additional classrooms required to care for the increase in public school enrollment in grades 1-12 by \$25,000, we find that approximately \$6,250,000,000, will be needed to provide these facilities. If we include the facilities that will be needed for public kinder-

gartens and junior colleges, we find that the amount required at \$25,000 per classroom unit would be approximately \$7,250,000,000. . . .

In addition to new buildings there will be large needs for replacement and renovations, of old school buildings, according to Dr. Morphet.

Studies in some states show that new or renovated facilities will have to be provided for nearly one third of the present enrollment in the next ten years. Using the conservative figure of one fifth, we find that at least 155,000 additional classrooms and related facilities must be provided for replacement purposes and to relieve overcrowding. At \$25,000 per classroom unit, this will require an additional \$3,875,000,000.

When we add this figure to those obtained above, we find that the estimated amount needed for facilities for grades 1-12 in the public schools will be approximately \$10,125,000,000 during the next ten years and that when kindergarten and junior colleges are included the total will approximate \$11,125,000,000. Even if we assume a reduction in building costs of approximately 20 per cent, a total of at least \$9,000,000,000 will be required for construction. These figures, however, do not comprise the total cost. A substantial proportion of these facilities will have to be financed through bond issues. Using a conservative figure to provide for the interest and other necessary charges involved in issuing and retiring bonds, we get the staggering total of from \$11,000,000,000 to \$13,250,000,000, which apparently will have to be obligated between now and 1959. . . .

All these needs, according to Dr. Morphet, can be met only by (1) careful planning at the local level, (2) acceptance of its responsibility by the state through continuous and enlarged subsidies of local building programs, and (3) adequate, continuous, and systematic financial aid and advice from the Federal Government.

The Tax Structure

A discussion group in which the passage of the N.E.A. sponsored bill, S. 246, for federal aid to education was practically taken for granted, brought to light the dissatisfaction of large eastern cities with provisions in the proposed act that will eliminate them from participation in even the \$5 minimum per child of federal aid. The bill as drawn requires the states to divide their federal aid receipts according to their equalization plans, and these plans completely eliminate cities like New York, Philadelphia, Pittsburgh, etc., which have high tax valuations back of each child.

The Exhibits

The commercial exhibits brought together 163 displays of publishers, furniture and equipment manufacturers, instructional materials producers, audio-visual aids makers, test and measurement houses. President Bert Cholet, of the Higgins Ink Company and president of the Associated Exhibitors, and Secretary Paul Crabtree managed the exhibits and the annual entertainment with especial efficiency. The new president of the Exhibitors for 1949-50 is Ronald M. Maxwell of E. H. Sheldon Co., Chicago. Harry Rightmire of the Wyandotte Chemical Company, Detroit, was elected director for a five-year term.

► LELAND H. CHAPMAN, of Hingham, Mass., has been elected director of guidance in the high school at Waltham.

► CECIL TRIMBLE has been elected superintendent of the new unit school system at Wenona, Ill.

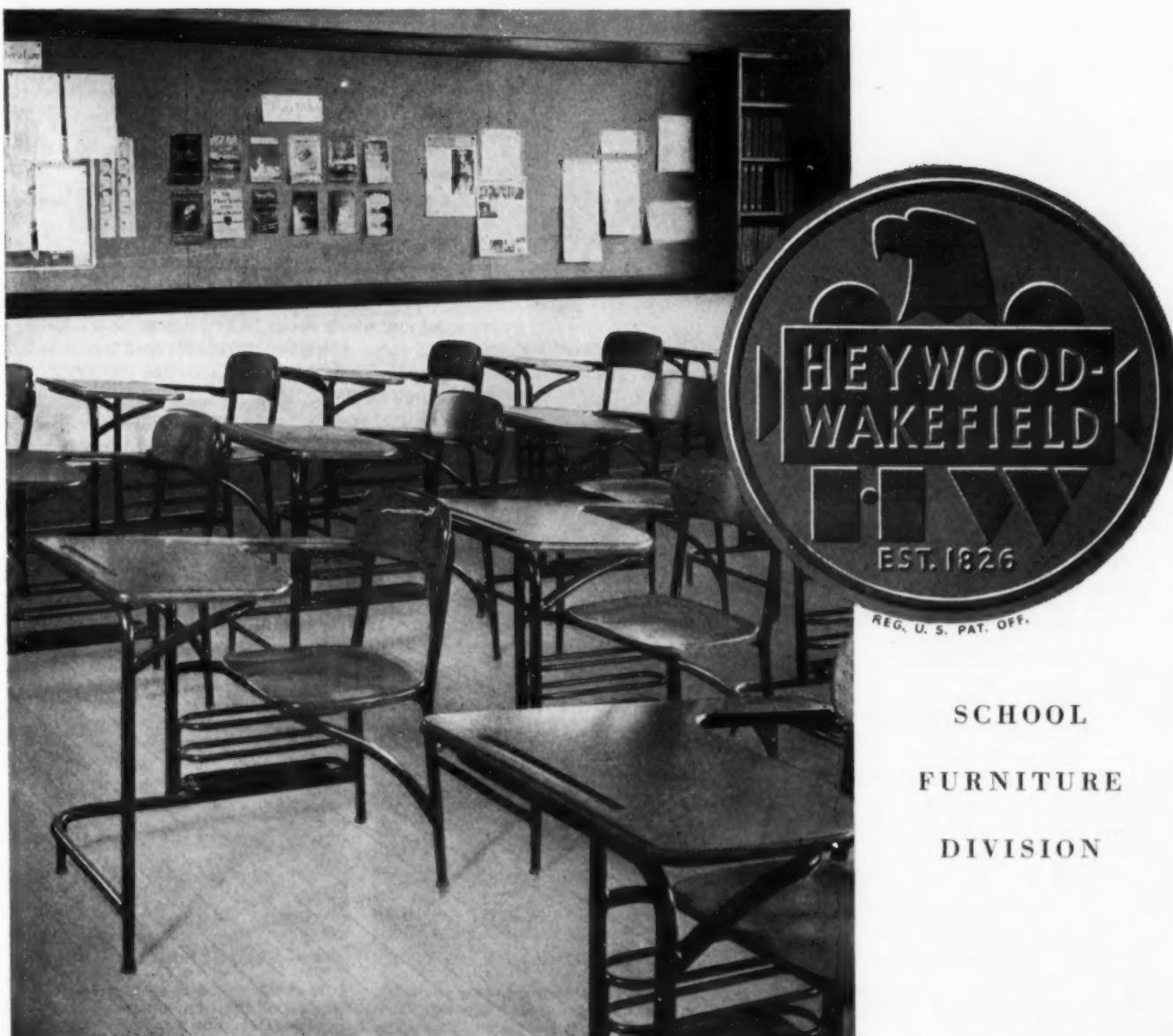
► SUPT. G. D. PRICE, of Pierce, Neb., has been re-elected for another year.

COLLINGSWOOD, N. J.

Selects Tubular Furniture for Modernization Program

The selection of Heywood-Wakefield furniture for the system-wide modernization program of Collingswood, N. J. is based on the long, satisfactory service of the previous Heywood-Wakefield installation. In addition to rugged construction, current tubular models are designed to assure full flexibility of use as school needs and teaching methods change in the future. Illustrated below is a room in the Junior-Senior High School equipped with model S 501 STBR. This has an ample study top and a convenient bookrack.

The full range of Heywood-Wakefield tubular steel school furniture is shown in our illustrated folder which will be sent without charge on request. Heywood-Wakefield School Furniture Division, Menominee, Michigan.



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SCHOOL FINANCE AND TAXATION

BUSINESS TAX TO HELP SCHOOLS?

A sweeping new "business" tax has been suggested as another possible answer to the financial problems besetting Philadelphia's public schools.

In a bill presented to the State Legislature in Harrisburg, Senator Louis H. Farrell, Philadelphia Republican, outlined the plan to levy a two mill tax on all types of enterprise, except charitable agencies and utilities. Financial businesses, also listed in the bill, would be subject to a one mill on gross receipts.

Farrell introduced six bills to cover the school tax situation, some of them duplicating legislation that has already been presented in the House of Representatives. Among these were the wage tax, per capita levy, and continuation of the present personal property and mercantile taxes.

In addition Farrell sponsored another bill that would authorize school authorities to boost the real estate tax two mills. He said all the measures were introduced at the request of the board of education with the view that the General Assembly might select from them such as it deems most equitable to all of Philadelphia's taxpayers.

Farrell noted there has been opposition to the suggested quarter-cent wage and per capita taxes, but pointed out that the school board has requested a \$10,000,000 boost in its annual revenue.

The general business tax would affect professional men, laundries, places of amusement, restaurants, and a wide array of partnerships and corporations. No manufacturer would be excluded from its terms.

The present mercantile levy, covering only sales, is set at a mill on retail and a half mill on wholesale business.

Under the new bill, enterprises rated as "financial businesses" would pay only one mill, but would cover only establishments collecting 3 per cent or under for their services. This category would embrace banks, holding companies, factories, and commission merchants.

In his expanded personal property tax bill, Farrell would collect the present four mill levy on the stock and bonds issued by Pennsylvania corporations. These holdings are exempt under the present city and school personal property measures.

SCHOOL FINANCE AND TAXATION

► The School District of Hillsborough Township, N. J., has sold \$340,000 school bonds due 1950-69 at 100.2 for 2.20's.

► The Morehouse Parish, La., board of education has sold an issue of \$250,000 serial bonds for school construction to local bankers at an average interest rate of 2.766 per cent.

► The Independent School District of Los Angeles Heights, Tex., has been unable to sell a bond issue of \$750,000. The board entered upon a contract for the sale of the bonds two days before the election, October 2, 1948. This contract has been declared unauthorized, and in effect makes the bond issue invalid. A second election will be necessary.

► The Covington, Ky., school board has fixed its 1949 school budget at \$1,317,460. The tax rate has been set at 1.52 as against 1.50 for 1948. The new budget calls for \$976,917 for salaries.

► The school board of San Benito, Tex., school district has sold \$250,000 school bonds to Rauscher, Pierce & Co., San Antonio, at an average interest rate of 3.51 per cent.

► The citizens of Marshalltown, Iowa, have voted a \$1,050,000 bond issue.

► Common School District No. 5, Horseheads, N. Y., has sold \$380,000 bonds, due 1950-79, to New York City bankers at 100.34 with 2.10 per cent coupons.

You can save up to 50%

by planning your
new school around

STANDARD BUILDINGS by LURIA



For example — a city in Indiana had requested bids on a new school. But even the lowest of these called for an expenditure of over \$200,000.00 — far in excess of the allowable budget. So, although the building was urgently needed, the project had to be abandoned.

Then a Luria man showed them how they could meet all of their basic requirements by planning the new school around Standard Buildings by Luria — at a cost of under \$95,000.00. This Luria school therefore enabled the taxpayers to get the facilities they needed, at less than half of the original estimate — a saving of \$5,000 a room!

IF YOUR SCHOOL SYSTEM NEEDS more room to grow, you don't have to wait for building costs to come down to "normal". And you don't have to compromise on temporary emergency facilities either. For you can build *now*, at savings of 20%, 30%, and in many cases as much as 50% — by planning your expansion program around Standard Buildings by Luria.

Luria buildings are *not* light-weight, prefabricated structures. They are heavy steel-frame buildings designed to meet the most exacting codes — *permanent*, fire-safe buildings that are easily adapted to any type of one-story school.

Before you ask for bids on a new school building — regardless of size — be sure to get the complete facts on Standard Buildings by Luria. The coupon below will bring you a copy of our new 20-page catalog, together with the name of your nearest Luria representative.



A Luria classroom provides abundant natural lighting and ventilation — with full length windows and monitor-type roofs if desired.



Low erection cost is made possible by Luria's all-bolted frame construction — with fewer and heavier structural members.



BAR RED TEACHERS

The New York legislature has passed a law which required the State Board of Regents to set up rules and regulations to keep members of subversive organizations from acquiring positions as superintendents, teachers, or employees in public schools throughout the state.

The Teachers' Union, C.I.O., New York City, has announced its intention of fighting the law with "every means in its power." A fund of \$50,000 has been pledged to aid any teacher who may be affected by the law.

The New York Teachers' Guild, AFL, through its legislative agent, has admitted the admirable purpose of the law but has deplored phases which may make wholesale dismissals of teachers possible.

School Lands and Funds

The sole objective of a public school system is the education and best interest of the school children, and not the enhancement of the property values or the satisfaction of the wishes of the adults.—*Pass v. Pickens*, 51 Southeastern reporter 2d 405, Ga.

Schools and School Districts

The creation, organization, and regulation of school districts are exclusively within the province of the Arkansas legislature.—*Wallace School Dist. No. 1, Little River County v. County Board of Education of Little River County*, 216 Southwestern reporter 2d 790, Ark.

School District Government

The right to determine what is best for the school pupils is vested in the board of education.—*Pass v. Pickens*, 51 Southeastern reporter 2d 405, Ga.

School District Property

The selection of a school site is particularly for the exercise of unfettered good faith judgment of county boards, and after approval by the state superintendent of public instruction, the courts will not interfere without positive proof of fraud, collusion, or clear abuse of discretion. KRS 160.160, 160.290—*Justice v. Clemons*, 215 Southwestern reporter 2d 992, 308 Ky. 820.

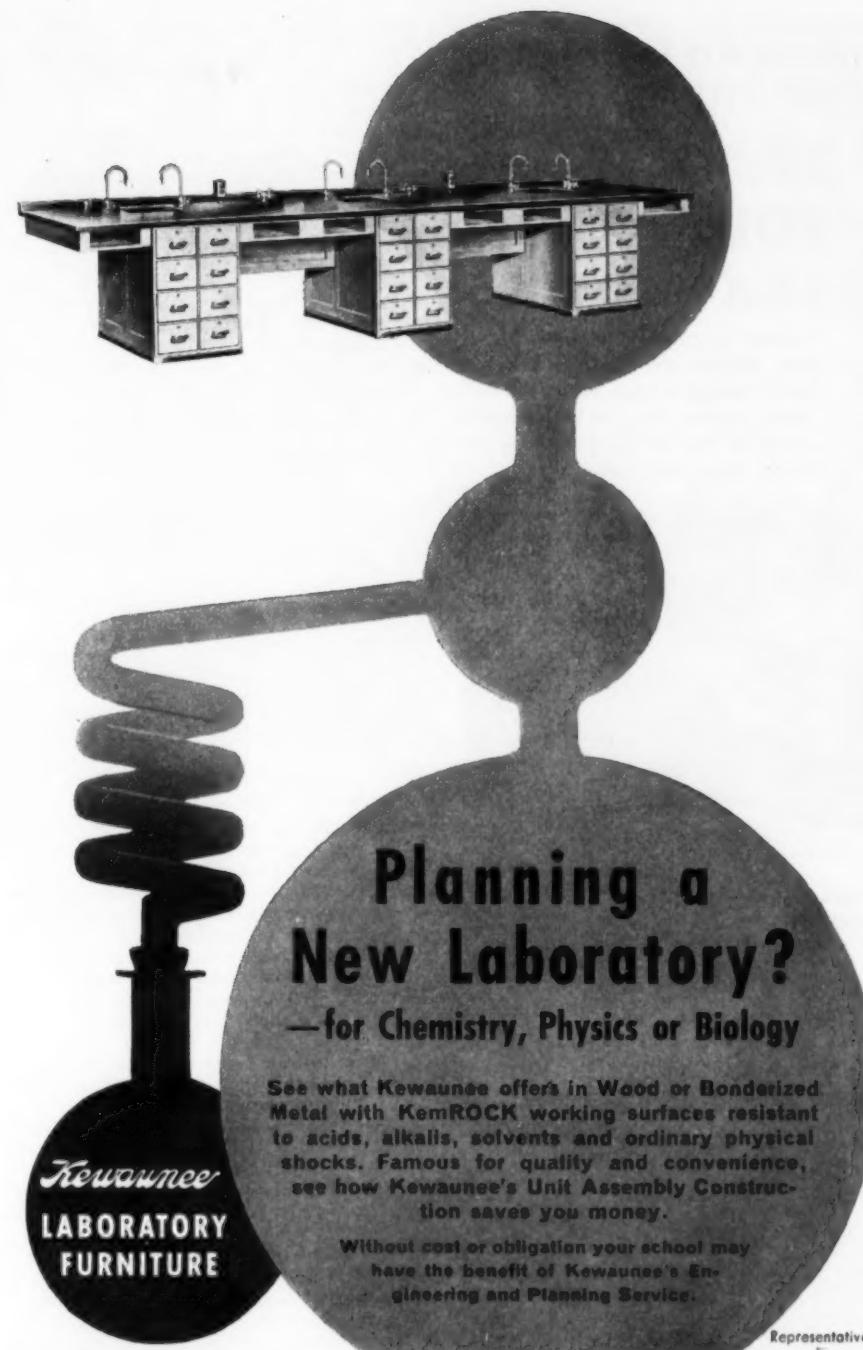
A Kentucky court cannot determine whether the county board acted wisely in locating a school where the highways converge instead of nearer to the geographical center of the district, but only whether the board is exceeding its authority or acting arbitrarily. KRS 160.160, 160.290—*Justice v. Clemons*, 215 Southwestern reporter 2d 992, 308 Ky. 820.

Generally, a school district is not, in the absence of a statute, liable for injuries suffered by the pupils in connection with their attendance at school, since the district, in maintaining schools, acts as an agent of the state and performs a purely public or governmental duty.—*Briscoe v. School Dist. No. 123, Grays Harbor County*, 201 Pacific reporter 2d 697, Wash.

School District Taxation

A Pennsylvania school district in levying, collecting, and spending taxes raised by it, acts merely as the agent of the commonwealth in the discharge of its constitutional duty of providing a system of public education.—*Hartman v. Columbia Malleable Castings Corp.*, 63 Atlantic reporter 2d 406, Pa. Super.

The North Dakota Teachers' Insurance and Retirement Act, providing payments to retired teachers, provides not for donations, but compensation for long and faithful service in the public interest for which taxes may be legitimately levied under the North Dakota constitu-



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tion, constitution § 185.—*Payne v. Board of Trustees of the Teachers' Insurance and Retirement Fund*, 35 Northwestern reporter 2d 553, N. Dak.

An undertaking by a Kentucky county board of education to erect a new high school building and to issue revenue bonds in the amount of \$650,000 to finance the project, necessitating a substantial increase in the levy for school purposes, without submitting a revised financial program in the form of an amended or supplemental budget to the state board of education and obtaining its approval thereof, was invalid and subject to an injunction. KRS 156.070, 160.470, 160.550, 162.160.—*Bell v. Board of Education of Shelby County*, 215 Southwestern reporter 2d 1007, 308 Ky. 848.

A Kentucky court of equity may enjoin a county board of education where the facts show its actions are arbitrary and constitute an abuse

of the board's broad discretionary powers.—*Bell v. Board of Education of Shelby County*, 215 Southwestern reporter 2d 1007, 308 Ky. 848.

Teachers

The relation between teachers and the state retirement fund is contractual in nature, and the principles of law governing contracts apply as far as possible. R.C. 1943 and 1947. Supp. § 15-3901 *et seq.*—*Payne v. Board of Trustees of the Teachers' Insurance and Retirement Fund*, 35 Northwestern reporter 2d 553, N. Dak.

A member of the teachers' retirement system who was in active service with the Civil Air Patrol was not entitled to wartime service credit in the teachers' retirement act under the veterans' re-employment act on the ground that the Civil Air Patrol was "auxiliary" of armed services. Rem. Supp. 1941, § 4995-5; Rem. Supp. 1947, §§ 4995-20 *et seq.*, 4995-45, 10758-115; Rem.

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DEPT. AJ-29



Supps. 1941, 1943, § 10758-3. — *Carpenter v. Butler*, 201 Pacific reporter 2d 704, Wash.

A member of the teachers' retirement system who served as an instructor in radar and radio, training pilots and technicians in the regular air forces, as a civil service employee was not entitled to service credit in the retirement system for such service as an "out-of-state school teacher." Rem. Supp. 1941, §§ 4995-1 (27a, 27b), 4995-5. — *Carpenter v. Butler*, 201 Pacific reporter 2d 704, Wash.

Pupils and Conduct of Schools

Under the Kentucky statutes, a school board can promulgate and enforce its own rules requiring compulsory vaccination of the school children or can enforce in its own right such a rule promulgated by either the county or state board of health. KRS 158.150, 214.050. — *Mosier v. Barren County Board of Health*, 215 Southwestern reporter 2d 967, 308 Ky. 829.

The compulsory vaccination of school children as a condition of their attendance at school does not violate the constitutional rights of children. — *Mosier v. Barren County Board of Health*, 215 Southwestern reporter 2d 967, 308, Ky. 829.

SCHOOL BOARD CONVENTIONS

URGE SCHOOL DISTRICT REFORMATION

In a one-day convention held March 21, at Oklahoma City, the Oklahoma School Boards Association memorialized the state legislature to provide a plan for the "progressive reformation" of the state school district organizations in order to improve the educational opportunities of children and to equalize the support of the schools.

At the opening meeting, presided over by President E. W. Sowers of Drumright, public relations of schools were discussed by Ewing Canaday of Midwest City. J. H. Overly of Hominy described better ways of conducting board meetings; Harold Faust, Fargo, discussed pupil transportation methods.

Other speakers on school boards' problems included Dr. J. B. Hollis, Mangum; Dale Rogers, Tishomingo; and Neil Johnson, Norman.

The attendance exceeded 150 delegates from city and rural school districts. The officers elected include: Ira Williams, Oklahoma City, president; W. O. Goodman, Altus, first vice-president; J. G. Stratton, Clinton, second vice-president; David W. Gish, Frederick, third vice-president. H. E. Wrinkle, Norman, was re-elected executive secretary-treasurer.

Delegates re-elected two men and named three new members to the 15-man board of directors. Re-elected were E. L. Dawson, Writ, and Joe Hurt, Edmond. New members are H. W. Kester, Nowata; Ralph Sullivan, Ardmore; and B. C. Davis, Walter.

IOWA SCHOOL BOARDS IMPROVE TEACHER EMPLOYMENT PRACTICES

The Iowa Association of School Boards, through its Joint Committee on Employment Practices, has requested all local school boards to adopt a number of policies which will improve the working conditions of teachers and prevent unfair practices on the part of school boards. In part the Association urges local boards:

1. All employees should be granted full pay for 10-day absences due to sickness. Five days unused leave are to be cumulated for use in later years, up to 20 days over and above the 10 days of a current year.

2. Teachers who are serving an initial appointment in a school district should not be released from their contracts until after the end of the first year.

3. After July 1, school boards and superin-

tendents should not offer a contract to a teacher already under contract without first securing a release from the board which has originally employed the teacher.

4. Arrangements for a teacher's occupancy of a house owned by a school district should include a distinct understanding that the employee vacate the house upon termination of the contract.

5. Teachers who leave their positions by mutual consent before the termination of their contracts should be paid 1/190 of the annual salary for all days of school taught.

6. Teachers who are not to be re-employed should be notified well in advance of the time of the board's positive action.

7. A teacher who approaches the retirement age should be advised that her contract will be discontinued.

8. The basis of teachers' contracts should be a calendar year of 190 school days, less 10 days for special holidays and days devoted to conferences or professional meetings.

TEACHERS AND ADMINISTRATION

GEORGIA TEACHERS LEAVE CLASSES

The Georgia referendum to increase taxes in the state for the expansion of education, health, welfare, and other services was beaten at the election on April 5. If the vote had carried, the schools would have received about \$23,000,000 for raising teachers' salaries, pensions, and other school costs.

Following the election the Associated Press reported that more than 100 teachers in various parts of the state had left their classrooms in protest against the continued low salaries, etc. State Superintendent M. D. Collins was quoted as expecting a mass exodus of teachers by the end of the school year. He estimated that 5000 or more instructors would accept higher paid jobs in other states or in other forms of work.

TEACHERS AND ADMINISTRATION

► **Mattoon, Ill.** A personnel program for community unit School District 2 provides that the board shall adopt the salary schedule each year before contracts are given to teachers, incorporating such changes as have been agreed upon by faculty, salary committee, board, and administration. Also, a committee of teachers of the district shall be chosen by teachers to help the board in solving any problems arising in connection with the salary schedule.

The retirement division provides that teachers shall tender their resignations at the age of 65, beginning in September, 1955. Prior to that time all teachers must retire at 70. Final decision will be given by the board.

► **Galena, Ill.** The board of education has eliminated a clause from its teachers' salary schedule which allowed male teachers \$400 to \$200 more per annum than female teachers of the same subjects with the same qualifications.

► **Fort Scott, Kans.** According to a new program, a group of seven teachers will be brought before the board at each month's meeting to discuss with the board classroom problems of curriculum and supervision.

► **Kansas City, Mo.** Amendments have been proposed affecting the Kansas City public school teachers' retirement law. The initial phase of the retirement program would not increase the present pension payments under the retirement system. The payments now average about \$48 to each retired teacher. If the program entered the second phase, pensions to teachers would increase approximately 50 per cent. Teachers would be required to contribute 5 per cent of their annual income to the retirement fund, rather than the 2 to 6 per cent sliding scale of payments they now make.



Build better citizens for tomorrow

with better classroom seating today!



**American Universal Desk No. 434
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Three sizes, for all grades and for adults. Top usable in level or 10° slope positions. Desk and seat adjustable in height. Natural wood finish with light reflectance of 30 to 55% for greater visual comfort. Deep-curved back with self-adjusting lower rail, and cradle-formed plywood seat with no rearward elevation promote relaxed sitting. Chair swivels 45° either way. Roomy, sanitary, one-piece steel book-box.

FREE—Write for booklet, "Progress Toward Improved Classroom Environment." Includes factors for visual, physical comfort of child; full-color "before-and-after" cuts on classroom rehabilitation; also bibliography on fundamentals of light and seeing, classroom lighting and child development.

Those citizens you are building for tomorrow . . . they will need all the mental power, all the physical stamina you can build into them today. Years of research have established a clear-cut relationship between classroom seating on one hand, and health and scholastic achievement on the other.

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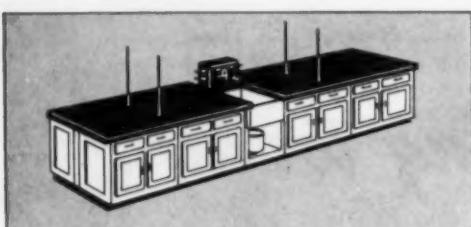
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Cradle-formed seat in large size, comfortable for adults. Solid, deep-curved back fits body easily, prevents use of chair as footrest for those behind. Strong, roomy tablet-arm; rigid metal pedestal. Furnished with or without book-rack. Natural wood finish.

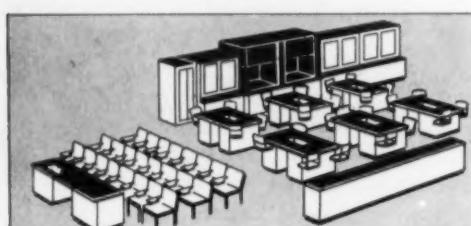


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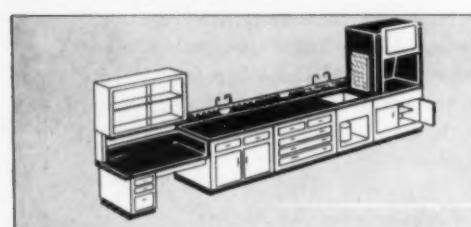
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PHYSICAL EDUCATION PROGRAM EXPANDED

A program of expansion in the physical education department is well under way in the Kalispell public schools, Kalispell, Mont., Superintendent R. H. Wollin has announced. A full-time director has been hired for the first time. In addition to the junior high school program which has been functioning smoothly for a number of years, an extensive program of recreational activities has been started in the intermediate and primary grades. The board of trustees has purchased new

playground equipment for all of the five elementary school buildings. A program of track, discontinued some years ago, will be re-established this spring along with baseball.

SAN ANTONIO BANS FRATERNITIES

The school board of San Antonio, Tex., has banned all secret students' societies from the high school. All students have been required by the board to take the extracurricular activities pledge, declaring (1) that they are not members of a fraternity, (2) that they will not join such an organization or attend any meetings or functions under the auspices of such an organization, (3) that the pledge will apply during their entire school careers. The pledge does not prevent students from joining any approved organization sponsored or controlled by outside organizations such as churches, civic groups, etc. Failure to keep the pledge will bar the students from par-

ticipation in school honors and assemblies and from holding office in any school group.

A UNIQUE BULLETIN RELEASE

The people of Crawfordsville, Ind., received some months ago a biennial report on the local schools, prepared by Supt. Gerald Alexander and intended to review the problems and achievements of the schools in the form of "Head Line History." The report summarizes 35 distinct news releases and local newspaper reports touching upon an important school achievement. The summaries tell the story, cite the headlines, and provide the dates so that the readers may re-read the original accounts if they desire. Quotations from original school board minutes, factual outlines, and brief comments are provided to bring out the significant high spots of each "headline story." Interested readers are also referred to a bulletin issued in 1947 by the superintendent in which each of the accomplishments recorded were discussed in the form of needs to be acted on.

MASS PROMOTIONS ATTACKED

The Pennsylvania State Supreme Court has been asked to end the "cheesy, feather-pillowed courses" in the curricula of Philadelphia's public schools.

The request was made by James L. Regan, Jr., counsel in a suit brought by a group of taxpayers seeking to abolish the so-called mass promotion system. Specifically, the question before the court was whether pupils in public schools should be promoted on the basis of age alone.

Justice Horace Stern questioned whether the court had any jurisdiction in the case, pointing out that when a taxpayer seeks remedy by injunction he must show an actual or threatened pecuniary loss. Regan said the taxpayers were paying for the students' education and were losing money if they were not adequately educated.

C. Brewster Rhoads, Philadelphia school district attorney, contended that "the courts cannot become super boards of education to supervise the administration of policies, the determination of which necessarily lies within the discretion of the school boards." The Philadelphia common pleas courts have already refused to hand down an injunction.

HADDON HEIGHTS PHYSICAL EXAMINATIONS

Clyde W. Slocum, superintendent, has reported that the students of the Haddon Heights, N. J., schools are now being given a complete physical examination at three-year intervals. This replaces the former yearly examination which was less thorough.

It is felt that this type of examination will benefit the students in many ways. (1) It will impress them with the need for a regular physical examination. (2) Since the examination is private, the older students have an opportunity to ask questions and discuss their problems with the physician. (3) The younger pupils will be much less fearful of a physical examination by any doctor.

It is pointed out further that findings during examinations are bound to be more numerous, and that many posture and orthopedic defects are being found and that recommendations are made for their correction.

It is felt that this type of examination will serve two purposes: first, it will teach them the importance of good health; second, it will disclose defects early so that they may be corrected early.

WAR MEMORIALS IN NEW YORK CITY

Supt. William Jansen of the New York City schools has requested that careful attention be given by local community leaders and teachers in the choice of articles to be used as war memorials or as memorials to deceased teachers or citizens or others. Approval of any proposed memorial should be obtained, before it is purchased, through the associate superintendent in charge of school-housing.

In place of the usual memorial plaques, Mr. Jansen suggests a living memorial which can be

(Concluded on page 71)

(Concluded from page 68)

used to improve the cultural influence of the school. He suggests semiannual scholarships, books for the school library, the fitting out of a classroom or other special room for improved school service, trees, a student aid fund, a memorial alcove in the school library fitted with special furniture and well-chosen books, funds for school-sponsored memorial concerts, etc. Memorial windows, mural paintings, fountains, memorial seats, etc., are recommended as secondary types of gifts.

MIDLAND PARK PUBLIC RELATIONS PROGRAM

Public relations cannot be a one-man operation. In Midland Park, N. J., the administrative staff, the teachers, and the school board decided that a need existed for a better understanding of the schools by all the citizens. The teachers' association, in co-operation with the board, formed a committee which consisted of the board members, the teachers, the president of the parent-teacher association, three lay members, and the supervising principal, C. H. Taylor.

From this grew a regular meeting at night every other month. The time of the meeting was set one week prior to the regular board meeting so that close co-operation might be maintained between the two groups. An open house, with a guided tour of the school plant, was the finest and most successful outcome of the first meeting.

During the first four meetings the two teachers and Mr. Taylor set up a full agenda for discussion. From this they developed a publicity sub-committee headed by one of the teacher members, Mrs. Perkett, who in turn formed a student committee to assist in writing articles. The student committee turns out a weekly column of news which is published in the local newspapers. The group visited the six factories of the community and published articles in the newspapers explaining the work of the dental and health departments, the guidance program, the school band, the home-economics department, and the custodial department. Each featured article was illustrated by well-chosen photographs.

Plans are being made for a survey of the village to determine the need for an adult education program, to start about September, 1949. The discussions have centered around sex education, letters to parents, and in-service training of teachers.

The committee feels that it is necessary to reach out into the community for other lay leadership in the publicity work. This is necessary if the publicity is to reach every corner of the community.

From the experience gained in this program it has been found that six essentials are necessary in the building up of good community relations:

1. The committees must be continuous in operation.
2. A good cross section of the community serves as a reliable sounding board.
3. Lay leadership must be developed by the community.
4. Teacher leadership in selling the local schools should be increased.
5. The committee's work can be instrumental in passing the school budget.
6. Publicity should be a natural by-product of a standing committee.

TEEN-AGE FORUM

A weekly half-hour "Teen-age Forum" has been one of the most successful of the many activities this year in the New Bern High School of the New Bern City Schools, N. C. The moderator and participants are chosen by both student body and faculty. Their forum discussion takes place on the stage of the auditorium before a student audience each Friday morning. Wire recordings of the program which is entirely unrehearsed, are broadcast from the local radio station as a regular half-hour program each Friday evening and public response to these broadcasts has been most favorable.



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Bodies—a great convenience to buyers. It is a great tribute to have the leading transportation authorities in the educational groups of America specify Oneida—in ever increasing numbers since its introduction in 1946.

It is an equally impressive tribute to study the way Oneida is bringing greater safety and new protection to school children and new economies to school boards throughout America.

For the Safety of Your Children

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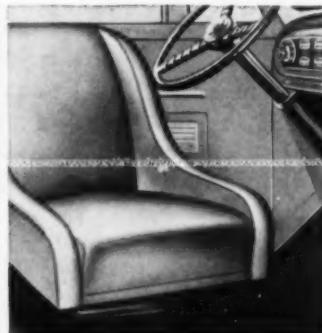
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From the smartly tailored "Universal" cowl to the wide entrance door with two steps, shown above, Oneida functional design gives greater safety and an added beauty.



Broad aisles and high head room facilitate rapid loading and unloading with greater pupil safety. Note the built-in guards on the seat hand-holds to prevent accidents.



Drivers like Oneida for its fatigue-free adjustable seat, protective guard rail and courtesy panel. Deluxe swivel seat shown above makes for easy exit. (At extra cost).



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TEACHERS' SALARIES



ADAPT SINGLE SALARY SCHEDULE

The school board of Community Unit District No. 9 at Assumption, Ill., has adopted a single-salary schedule for the year 1949-50, based on a 10 months' contract of 185 teaching days and workshop of 20 days.

The base salary starts with preparation of sixty semester hours at \$1,800. For training above 60 hours, \$15 per semester hour will be added up to 150 hours. One hundred dollars is allowed for each year of experience up to and including five years. Thus a beginning teacher with 60 hours'

preparation would start at \$1,800 and go to \$2,300 in five years. A teacher with 90 hours' training would start at \$2,250 and go to \$2,700 in five years. A teacher with a degree or 120 semester hours would start at \$2,700 and go to \$3,200 in five years. A teacher with a master's degree would start at \$3,150 and go to \$3,650 in five years. Teachers and supervisors working 12 months will receive two months' additional pay.

To maintain professional growth it is required that all teachers earn four semester hours' college credit within a four-year period. Credit may be earned by attendance in a recognized institution by extension courses or by correspondence. All teachers must become affiliated with local, state, and national educational associations.

RAISE VIRGINIA MINIMUM SALARIES

The Virginia state board of education, according to an announcement made by State

Superintendent G. Tyler Miller, has ordered new minimum monthly salaries for teachers: Teachers with a master's degree, \$165; teachers with college degree and collegiate professional degree, \$150; teachers holding a normal professional or emergency certificate, \$150; teachers holding local permits only, \$110.

The 1946 monthly minimum salary standards will remain in effect throughout the current school term.

TEACHER'S SALARIES

► Sioux Falls, S. Dak. The board of education has voted to make a tentative salary increase offer to teachers of \$100 in addition to annual increments, plus another \$100 based on the cost of living.

► Millbury, Mass. Salary increases of \$450 for all teachers have been voted at a meeting of the school committee.

► Stonington, Conn. The Stonington Teachers' Association has requested increases in the teachers' salary schedule ranging from \$150 to \$600 per teacher.

► New Orleans, La. The New Orleans Classroom Teachers Federation wants a new salary schedule ranging from \$2,600 to \$5,200 for teachers with B.A. degrees.

► Des Moines, Iowa. A salary schedule for Des Moines teachers ranging from \$2,400 to \$4,200 has been approved for 1949-50 by the school board.

► Santa Fe, N. Mex. Increased retirement benefits ranging from \$1 to \$40 a month have been voted for 277 retired New Mexico teachers under provisions of a bill signed by Governor Mabry.

► Columbus, Neb. The school board has authorized salary increases for teachers ranging from \$80 to \$100 a year.

► Davenport, Iowa. Salary increases totaling \$60,000 for the 1949-50 school year have been announced by Harold J. Williams, superintendent of schools.

Increases are based chiefly on the experience and the education schedule. There will be no change in basic salaries for teachers with less than 12 years' experience, but those with 12 to 14 years' teaching experience will receive increases from \$100 to \$300 a year.

Top pay of men teachers will be \$4,200 for instructors with 14 years' experience and a master's degree. Women with the same experience and degree will earn \$3,900.

► Sheridan, Wyo. The Sheridan school board has approved recommendations of a salary committee which include the following provisions: (1) honoring increments as provided by the present salary schedule; (2) advancing teachers who are below their rightful positions on the schedule one step; (3) recognition of five years for experienced teachers coming into the Sheridan system as of this year. This recognition would not be retroactive and would be computed at the rate of one year for every two served outside Sheridan. (4) The schedule will raise the entire salary schedule by \$50 in each category, setting a new minimum of \$2,450 for teachers of bachelor of art's degrees and a new minimum of \$3,300 for teachers having similar qualifications, and placing limits on other brackets accordingly.

► Dubuque, Iowa. The school board has adjusted the salaries of teachers to give instructors who hold a bachelor's degree or less, an increase of \$60 per year, and \$100 to those who hold a master's degree. In addition, all teachers who were held at the maximum for 1948-49 within their groups will receive an increase of \$60; those who were above the schedule during the current year will have the step increase withheld. The schedule provides for maximum salaries of \$3,560 for instructors with a master's degree; \$3,400 for those with a bachelor's degree; \$3,020 for those with only a partial college education.

► At Beatrice, Neb., the school board has added the \$234 cost-of-living bonus to the regular pay schedule of teachers.

► Estherville, Iowa. All teachers in the grades, high school, and junior college have been re-elected with flat increases of \$100 in salary.

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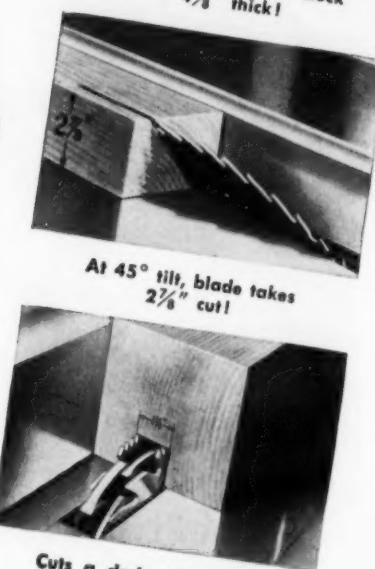
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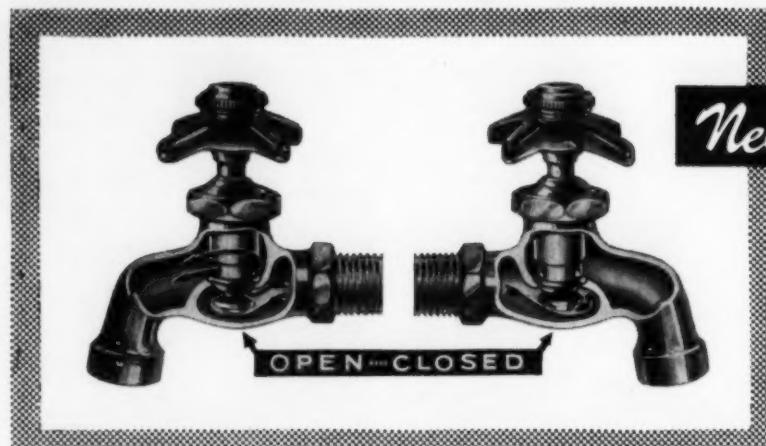
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5-48



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HAMILTON MANUFACTURING COMPANY
TWO RIVERS WISCONSIN



► Marblehead, Mass. The school committee, following the annual reorganization, has decided to eliminate the subcommittees on education, maintenance, finance, and athletics, and to conduct all its business as a committee. Chairman-elect Stanford W. Hopkins has stated that subcommittees are unnecessary; the membership consists of five members.

► The Great Barrington, Vt., school committee has defeated a motion to admit the press to its meetings. The advocates of the open meetings asked that discussion of personal business concerning teachers and school employees be considered in closed sessions.

► To wipe out an operating surplus, the Tulsa, Okla., board of education has ordered a price reduction of two cents on all lunches served in the 44 school cafeterias. Pupils will pay 25 cents in the high schools and 20 cents in the elementary schools.

► The Denver, Colo., board of education is in the truck farming business. A recently purchased 20-acre site for an elementary school building has been leased by a truck farmer on a contingent basis. The board will receive one third of the value of any crops raised. If the year is a good one, as much as \$500 income is expected.

► The Rock Island, Ill., board of education, during March, held a special meeting at which representatives of the special instructional services presented outlines of the recent developments and problems of their respective types of work. The addresses included (1) special education of crippled children, (2) speech correction, (3) special counseling of maladjusted children, (4)

classes for visually handicapped children, (5) physiotherapy for crippled children, (6) special work with girls, (7) the role of the school nurse in special education.

► A report received by the New York City board of education states that the cost of broken windows and other glass breakage is estimated at \$125,000 annually. A part of the breakage, the report says, is accidental and could be reduced by practicing care and caution. For the breakage by mischievous vandalism, there is no pattern. It will be up to the board to find a remedy which must be secured through education and police protection.

► A new co-ordinating council for county schools has been formed by civic leaders in Hamilton County, Ohio. The new group, headed by Joe Leinwohl, is composed of civic-minded citizens who will seek to raise the standards and further progress of the Hamilton schools. The council will act as a clearinghouse for exchange of views and ideas in the 34 school districts of the county.

► DuQuoin, Ill. A student safety patrol has been re-established for the city schools. Tom Brown belts and parkas have been provided by the local Legion post.

► Hudson, Mass. The school board has prohibited card parties in the school buildings.

► Southbridge, Mass. The school board has voted to allow representatives of the press to attend board meetings.

► Washington, D. C. Forty part-time doctors and dentists in the schools will be paid for holidays, under a new ruling of the district auditor A. R. Pilkerton. In the past, deductions were made from the annual salaries of professional men for working days during which the schools were closed.

► Berthold, Colo. The school board has passed a rule that any student who marries will not be permitted to continue in school after the date of the marriage. The policy is not retroactive

and does not affect students who decided to continue their education before the action was taken.

► The public schools of Carlsbad, N. Mex., are sponsoring an educational forum. The purpose of the discussions, according to Supt. Irvin Murphy, is to provide means for improving the schools through local initiative so that the school program will be more helpful to young people.

► Marshfield, Mo. The school board has adopted a policy governing the riding of bicycles to school. Children below the seventh grade will not be permitted to ride bicycles to school. The policy was adopted to prevent accidents to small children.

► Arlington Heights, Ill. The school board has ordered the superintendent to outline a plan for half-day sessions in the schools next year. Children in the first four grades will go to school only half of each day during the next year or until additional facilities are provided.

► San Angelo, Tex. Fraternities and sororities in the high school have been given a "probationary status" by the school trustees. In a recent statement the board allowed the secret societies sufficient time to determine whether their program would overcome the objections voiced against them. The board urged sponsors of the clubs to solicit the help of people who have opposed the idea of social groups.

► Kalamazoo, Mich. The board of education has appointed a committee to prepare a handbook of rules and regulations for the use of the teachers and principals. It is expected that the work will shortly be completed so that the booklet can be printed and issued.

► Connerville, Ind. Construction work has started on the new elementary school at Twenty-sixth and Grand Streets, to cost approximately \$287,519.

► Elkhart, Ind. Contracts have been let for the new Mary L. Daly Primary School, to cost about \$154,024.

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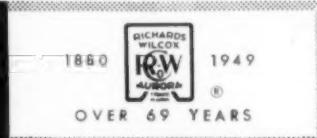
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SCHOOLS SURVEYED AT MILTON, NEW HAMPSHIRE

During a co-operative school survey of the Milton, N. H., schools, carried on by school officials who made use of invited members of the New Hampshire state department of education, other superintendents of schools, state department of health officials, community members, and present and past students of the local high school, the following conclusions, along with many other pertinent ones, were arrived at:

1. Only those pupils with higher than average mental ability have remained in high school to graduate.
2. Although education expenditures through-

out the United States should have increased 88 per cent from 1940-47, according to Dr. John K. Norton, to have held its own in "buying schooling," expenditures in Milton increased only 47.2 per cent.

3. Dropouts from the local high school, although only about the same in percentage of total enrollment as dropouts throughout the state as a whole, can probably be reduced by adopting a more modern philosophy of education and doing away with the arbitrary passing grade of 70 and interpreting the passing grade as "the highest that each normal pupil has the ability to get."

The report of the survey was written by Jonathan A. Osgood, superintendent of schools of New Hampshire Supervisory Union No. 56, which includes the city of Somersworth and

the towns of Durham, Milton, Rollinsford, and Madbury. The report indicates the lack of satisfactory schoolhousing facilities for the present and the future and presents alternative plans for building expansion. One of these plans proposes combining with surrounding districts in the establishment of a larger high school unit.

Although Milton is one of the many communities which needs additional financial assistance from state and federal sources, the budget in the district has increased considerably since the above report was released.

SPORTSMANSHIP IN ATHLETICS AND THE SCHOOL BOARD

Dr. Delbert Oberteuffer, professor of physical education at Ohio State University, recently asked 20 experienced teachers to express themselves on the responsibility of school authorities for the display of good sportsmanship—and its opposite—at school and college games. In addition to opinions on the responsibility of teachers and other professional schoolmen, the group outlined the responsibilities of boards of education who in spite of the fact that they are usually remote in their contacts with athletic games, do have the ultimate legal responsibility for what happens on the playing fields. The group said:¹

A typical board of education is composed of five or six members. These members are elected by the people and most generally they follow various occupations; they may be housewife, physician, farmer, banker, merchant, and laborer. They are a cross section of the community and are elected to the board because they have an interest in maintaining a good school carried on under democratic principles. They are interested in all phases of education that will help the children to be of greater service to society in our democracy. With these things in mind, there are certain responsibilities the board must accept in regard to sportsmanship. Some of these responsibilities are listed below:

The Board of Education Should:

1. Attend all athletic contests involving the school.
2. As members of civic organizations, foster in the organization a feeling of good will toward the school's athletic program.
3. Make broad policies relating to sportsmanship in the school.
4. Develop in the schools a good program of physical education and interscholastic activities for all and insist on a proper improvement toward set objectives in this program.
5. Insist that employees of the school shall consider sportsmanship an ultimate aim in the education of the students, correcting those individually at fault at a time convenient and meeting the situation.

The Board Should Not:

1. Employ a coach solely on the basis of the record of wins and losses.
2. Have selfish interests in the outcome of any athletic teams or contests.
3. Be autocratic in their policies concerning the running of the school and its athletics.
4. Retain a coach who resorts to unethical practices in coaching.
5. Use influence in getting certain boys on the team, regardless of their abilities.
6. Set poor examples for the public by their conduct at athletic games.

¹"Bulletin of National Association of Secondary School Principals," Vol. 32, No. 156, October, 1948, pp. 19-20.

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THE PROBLEM OF THE RESTRICTED SCHOOL SITE

(Concluded from page 53)

task of planning that \$700,000 worth of buildings, it became perfectly clear that the mere addition of buildings was not going to be the answer to Alameda's pressing school problems. Something more fundamental was required. Board, administrators, architects, and consultants—all went to work. They asked five questions:

1. What exactly is our school district like? What are its industries, its residential characteristics, its traffic patterns, its business and social life?

2. What is the scope of the planning problem? What do our population figures, trends,

established in the first five of the book's 12 chapters.

Not every solution is perfect, but within the limitations of this tight island city there has been evolved a forward-looking, planned school development program, flexible enough to meet the changing conditions and fixed enough to prevent haphazard growth. Some sites are to be expanded. Many sites are being re-utilized. A few are scheduled for eventual abandonment. And the ultimate complete development for each site is carefully planned.

Our school may be small, it may be large, it may be poor, it may be rich—basic policy formation and the application of good planning techniques are equally essential. In this period of unprecedented enrollment growth school boards, administrators and architects

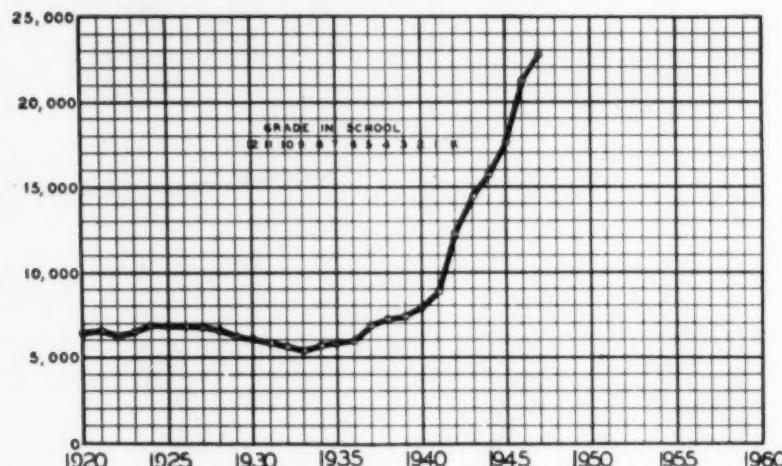
stairs, covering boiler room doors with metal and made self-closing, and installation of new exits. Emergency lights are also being installed in many buildings.

The state is continuing its policy of licensing Worcester school buildings on a 90-day temporary extension basis pending completion of full compliance with state safety requirements. The state inspectors say this practice developed during the war due to shortage of materials.

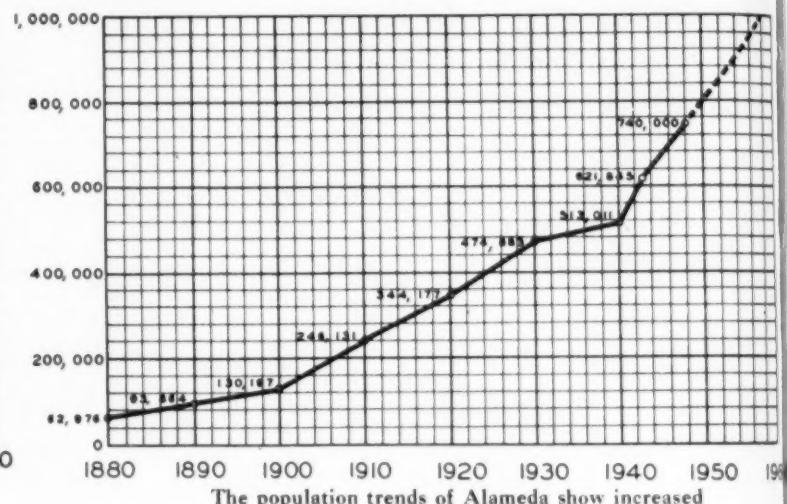
Lighting conditions are to receive attention soon. Fred J. Brennan, assistant superintendent of schools, told the annual educational conference of the Massachusetts Society of Optometrists, when it met in Worcester, that 75 per cent of the city's public school buildings have lighting conditions that strain the pupils' eyes.

BUILDING PROGRAM INITIATED AT BEXLEY, OHIO

Superintendent E. D. Jarvis reports that the board of education of Bexley, Ohio, is proceed-



The annual number of registered births in Alameda County indicates a strongly accelerated rate of school enrollment.



The population trends of Alameda show increased rate of growth.

and forecasts show? What do state and local birth rates and registrations indicate for the future growth of our city and the future enrollment of our schools?

3. What are our educational policies? What grade groupings will best serve our educational needs? What size limitation should we place on a primary, an intermediate, or a secondary school? What site acreage do we need to adequately operate a school in each of these grade groupings?

4. What are the characteristics of a good school plant? What will make the buildings we buy continue through the years to serve the growing, ever changing needs of the educational program?

5. How does the plan square with economic realities? Are we dreaming up a plan that we can't pay for?

Fourteen months and innumerable headaches later they published a volume which bore the title, "Long Range Building Program for the Alameda Unified School District—a Report of the Board of Education to the People of Alameda." Each of the first five chapters is an answer to one of the above questions. The remaining seven chapters develop the plans for primary, intermediate, and secondary schools—not the building plans—those are details and particulars to be met as each problem arises. But city-wide school distribution and placement plans, attendance zone plans, site use plans—basic and fundamental plans based on the principles and policies

bear a heavy responsibility. The natural reaction to this sudden growth is to rush out and add new classroom units to already overloaded sites.

Funds are limited. School moneys for capital outlay must be very carefully husbanded. The next few years will set the pattern for many of the nation's schools. If we yield to the temptation to meet our mounting school problems simply by adding new units to existing schools, we shall contribute to the establishment of a school pattern that will fix on us a lowered educational standard that cannot be corrected for generations. To guide this great school expansion into a carefully planned, steadily improving educational plant is the responsibility, the challenge, and the opportunity of those who lead our schools.

SAFETY CONDITIONS IMPROVED

Worcester, Mass., schools are being brought up to the safety level required by law following the recent report of Dr. Henry H. Linn, Columbia University building survey expert, that "practically all" school buildings were operating on 90-day temporary certificates of safety from the Massachusetts Department of Public Safety.

Inspections are being made by Royal J. McCarthy and Allen G. Hathaway, inspectors from the State Department. Their recommendations are being carried out by Worcester Building Superintendent Willard Hedlund. The work being done includes installation of fire escapes, new

ing with a building program financed by approval of a bond issue for \$700,000 in November, 1948, and another passed in November, 1944, for \$310,000. Bids received March 10, 1949, have been accepted. The program provides for one 12-classroom, one-story elementary school building totaling \$606,000. Additions to another elementary school will cost \$260,000. Work on these two buildings will start immediately with plans scheduled for completion by April, 1950. Low bids on the elementary school building reflected a reduction of \$33,000, or about 3 1/2 per cent, in the two-month period from the first to the final bidding. Costs on the elementary building, which includes a number of auxiliary rooms, radiant heating, stone exterior walls, acoustic treatment, and ample work alcove space, average \$1.06 per cubic foot.

A third elementary building will be renovated, repaired, and altered during the summer of 1949. One elementary school building now abandoned because of location is being offered for sale.

► Cawker City, Kans. A \$200,000 bond levy for the erection of a new high school was overwhelmingly approved by the voters here.

► Bridge City, Tex. A contract has been let for the construction of a new school plant for the district. The cost is estimated at \$136,000.

► Kentwood, La. The voters of School Dist. 107 of Tangipahoa parish have approved a bond issue of \$150,000 for school improvements.

► Marion, Ind. The school board has considered a site for the proposed Franklin School, to be erected at a cost of \$350,000.

► Topeka, Kans. Construction work has started on the new Oakland School, to cost \$340,000.

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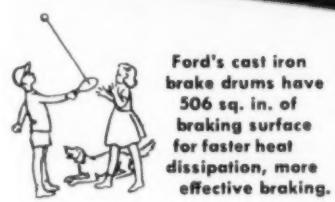
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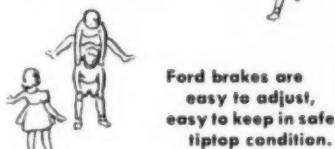
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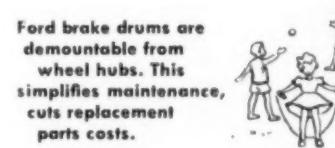
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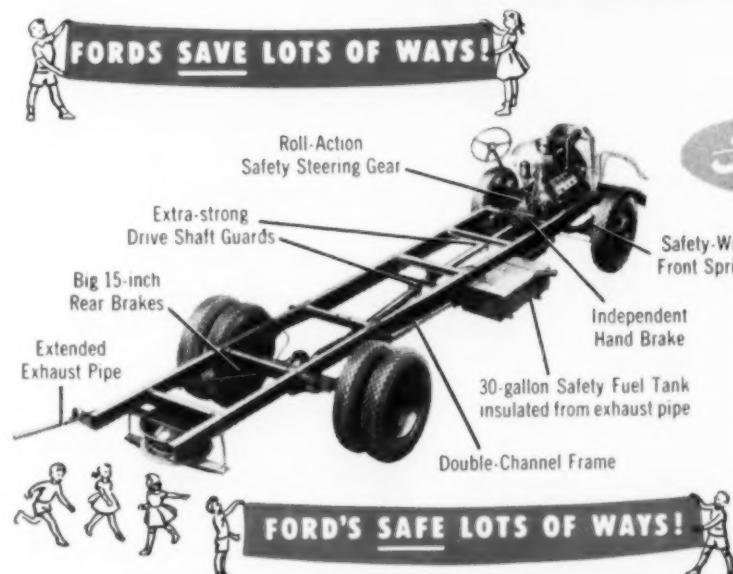
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- They prevent towel-clogged toilets
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WORD FROM WASHINGTON

(Concluded from page 56)

tween the United States and other countries by the Smith-Mundt (Educational Exchange) Act of 1948 (Public Law 402, 80th Congress). The United States Congress is now considering a budget to implement this legislation. At this writing funds are only available for such interchange with the South American countries.

United Nations Declaration of Human Rights

The Hon. George V. Allen, America's Assistant Secretary of State for Public Affairs and Chairman of the United States Delegation, offered a resolution in the closing moments of the general conference of Unesco at Beirut on December 11, 1948, supporting the Uni-

versal Declaration of Human Rights that the General Assembly of the United Nations had adopted in Paris on the previous day.

Mr. Allen's motion—which was accepted with enthusiasm—called on the director general of Unesco to use his organization's facilities to back up the Human Rights proclamation in every possible way. Dr. Jaime Torres Bodet was directed to "stimulate the dissemination of information about this declaration, particularly through the projects division of the Mass Communications Department, and to encourage the incorporation of the declaration as subject matter in the teaching about the United Nations in Schools."⁵

In pursuance of these instructions, Dr.

⁵Single copies free on request from the Division of Publications of the Department of State, Washington 25, D. C.

Torres Bodet has asked the National Commissions of Unesco's member countries to take active steps to publicize the Declaration and has recommended that "Human Rights Day" be celebrated on December 10 in all the schools "in order to imprint upon the imagination and hearts of youth the memory of that historic moment when the value of human personality was universally proclaimed."

At the Cleveland meeting of the U. S. National Commission for Unesco, Dr. Ben M. Cherrington, director of the Social Science Foundation of the University of Denver, submitted a resolution, which was adopted, tendering the director general of Unesco our National Commission's full support in distributing information and promoting education about the Declaration of Human Rights, including teaching about this document in the schools.

Grass-Roots Ambassadors

Challenging those in attendance at the Second U. S. National Conference for Unesco to be grass-roots ambassadors in the service of peace on their return home, Dr. Howard E. Wilson, of the Carnegie Endowment for International Peace, emphasized: "Unesco includes what each of us does in his own sphere and in his own community in behalf of peace and human welfare. In carrying out our own role as 'Unescans'—participants in Unesco activity—the program priorities which Unesco has established for its own present action stand as suggestions for the things we should place first." On this constructive note America's second national conference on Unesco ended.

U. S. LUNCH PROGRAM

Figures released by the U. S. Department of Agriculture show that participation in the National School Lunch Program was 15.9 per cent greater in November, 1948, than in 1947. In November, 1948, a total of 6.9 million children in 48,000 schools participated.

During the 1947-48 school year, 972 million meals were served and indications are that more than a billion meals will be served during the current year. More than 600 million meals will be complete "Type A" lunches. Approximately 13 per cent are served free to needy children.

In addition to 75 million dollars in direct cash aid during the current year, schools also received surplus food purchased by the Department. More than 200,000,000 pounds of surplus commodities valued at \$20,000,000 were distributed to schools last year.

With the expanded program this year, it is estimated that children will consume food costing more than \$200,000,000 in school lunchrooms during 1948-49.

CHILD STUDY AT ENGLEWOOD, NEW JERSEY

In September, 1948, a new Child Study Department was originated in the Englewood School System, Englewood, N. J., Harry L. Stearns, superintendent, reports. The department is headed by Mrs. Ethelyn C. Murphy, a psychologist, who came to Englewood from Rutgers University.

Miss Bernice Klein, trained as a psychologist and reading specialist, is devoting full time to corrective reading.

Mrs. Margaret Eshleman Davis, a registered nurse, is a member of the staff of the department in the capacity of attendance supervisor.

The work of the department includes screening tests of all children in the public schools, and continues from that point with individual diagnosis and case study of pupils who show up in the screening test and who are reported by principals and classroom teachers. The work of the department is not limited to low mentality and to discipline cases, but is expanded to include treatment of children with high ability, in an effort to direct their educational program that their superior abilities may be nurtured.

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*Who says:
"you can't
please
everyone?"*



*"Saves me needless servicing,"
says the MAINTENANCE MAN...*

It's the maintenance staff's dream... a clock and program system operating without need of a master clock that has to be regulated and adjusted! No wonder schools report up to 18 years of trouble-free service from Edwards Telechron-motored clock systems!



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Most important is the parents' sure knowledge that their children are attending a school dependably safeguarded by Edwards ... the finest protection equipment man can design and money can buy! For full details on Edwards clock, fire alarm and telephone equipment, send for our illustrated bulletins.

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Kitchen Planning

By Arthur W. Dana. Cloth, 229 pp., \$5. Harper & Bros., New York, N. Y.

The author, who is widely known as a consultant on restaurant management and institutional food service, outlines the principles and widely effective standards of planning and equipping kitchens for quantity food preparation. The approach is that of containing efficient service with maximum economy. The school-lunch supervisor will especially appreciate the chapters on a suggested approach to intelligent planning of kitchens, cooking and kitchen equipment layouts, and menu management. He

will be less interested in the chapters on restaurant sizes, industrial and hospital designs, etc. He will, however, thank the writer especially for the two long chapters on equipment specifications and design in which high standards of efficiency, of hygienic design, and good materials are insisted upon. The book is a *must* for the school business administrator's working bookshelf.

City School Taxes in 1948

In its annual summary of city tax rates in American cities the Detroit Bureau of Governmental Research reports that in 1948 school taxes took 36 per cent of the local property tax in cities as against 35 per cent in 1947. The lowest percentages received by the schools, 29 per cent, were in Group III cities of 250,000 to 500,000 population and the highest, 42 per cent, in the Group IV cities of 100,000 to 250,000 population.

The highest unadjusted school tax rates were Duluth, Minn., \$53.67; Phoenix, Ariz., \$49.50; Tucson, Ariz., \$60.06. In each of these cities the estimated ratio of assessed value to true value is exceedingly low so that the figures given provide no clue to the true tax rate. The

lowest school levies were made in Durham, N. C., \$3.55; Greensboro, N. C., \$3.90; Winston-Salem, N. C., \$3.50. Altogether, school tax rates "show an imperceptible change" over 1947.

The Administration of School Supply Purchases in Kentucky

By Thomas C. Tuttle, Ph.D. Cloth, 119 pp. George Peabody College for Teachers, Nashville, Tenn.

This study of school supply purchasing methods deals with the relative efficiency of the buying practices of school districts and applies its findings in the shape of a comprehensive score card to the actual situation found in 97 county school districts and 103 independent districts of the state of Kentucky. The score card embraces 15 areas of school supply administration and provides an instrument which any city school administrator might use in a constructive self-survey. The major points include the (1) unit organization of the school administration for efficiency in supply management, (2) character and efficiency of inventories, (3) budgeting practices, (4) determinants of quantities of supply purchases, (5) development and use of standard supply lists, (6) maintenance and use of bidders' and vendors' lists, (7) character and inclusiveness of specifications, (8) timing of purchases, (9) character and method of distributing bid invitations, (10) bid procedures, (11) choices of contracting vendors, (12) contract award procedures, (13) procedures for receiving and inspecting supplies, (14) payment procedures, (15) emergency purchase methods.

The foregoing list provides a complete view of the most troublesome aspects of supply administration. If the author would add something on the warehousing and accounting of a supply department the picture would be practically all embracing.

The author's findings in Kentucky show the need of improvement and suggest the advisability both of the extension of state supervision over local practices and better qualified purchasing personnel. The report is a valuable addition to the literature of school-business administration.

School Buildings, Grounds, and Equipment for Elementary Schools

Compiled by a committee headed by Ernest E. Stonecipher. Paper, 68 pp. Bulletin No. 7, May, 1948. Issued by the Kansas State Teachers College, Pittsburg, Kans.

A bulletin containing floor plans and descriptions of small elementary schools. The bulletin includes a statement of principles and procedures for planning and erecting elementary schools of any size.

A Public School Building Program for Freeport, Illinois

Compiled by M. R. Sumption, director of building survey. Paper, 125 pp. Published by Field Service Division, Bureau of Research and Service, University of Illinois, Urbana, Ill.

This intensive study recommends a three-stage program of school plant enlargement and modernization. It urges the immediate erection of a junior high school, of two elementary schools; the remodeling of the present junior high school, additions and alterations to the senior high school, and additions to two elementary buildings. The total cost contemplated will be \$2,250,000 in the first two stages.

Developing School Plant Programs

Edited by Roald F. Campbell and John E. Marshall. Paper, 76 pp., \$1. Published by Department of Elementary Education, University of Utah, Salt Lake City, Utah.

This report of two conferences outlines principles of basic planning and recommends definite standards for elementary and secondary school plants, financing school plants under the Utah laws, improved construction for economical maintenance. The report provides a practical handbook.

Standards and Training Programs for School Bus Drivers

Compiled by Clyde A. Erwin, chairman of conference on transportation. Paper, 24 pp., 30 cents. Published by the National Commission on Safety Education, NEA, 1201 Sixteenth St., N.W., Washington 6, D. C.

This bulletin contains the framework for standards and guiding principles in the selection and training of school bus drivers, as proposed in the recommendations of the national conference on school transportation. It includes physical requirements, experience, training, skill requirements, and special license. The training programs are offered for administering the program, for determining the instructional program, and for conducting follow-up activities.

1948 Report of the National Council on Schoolhouse Construction

Compiled by W. D. McClurkin, secretary of the Council. Paper, 52 pp. Published at Nashville, Tenn.

Contains the proceedings and the addresses at the twenty-fifth annual meeting held in San Francisco, October 5-9, 1948. A list of the members of the Council is included.

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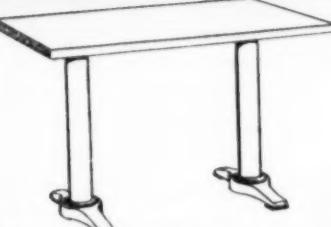


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NEW BOOKS

Webster's New Collegiate Dictionary

Prepared by the Editors of Webster's New International Dictionary, Buckram, xx-1209 pp., \$6. G. & C. Merriam Co., Springfield, Mass.

If the English language is growing and changing at the rate of more than five thousand words per year, it is easy to understand why the editors considered a complete revision of the popular, largest abridgment of the comprehensive Webster dictionary a necessity. The present book has been in preparation four years and represents the combined work of more than two hundred experts in every field of human effort. There are more than 125,000 entries, and even the layman cannot help but note the increasing number of words which have grown out of the late war, out of technological and scientific advances in electricity, chemistry, mechanics, and out of our new worldwide contacts with foreign peoples and their languages.

The editors have evidently given much attention to keeping the vocabulary balanced and to introducing the new words and the changes in usage in literature, philosophy, theology, sociology, and other realms of ideas and culture. And while the book reflects fully the vast surges of popular language in oral use, in magazines, and books, it is fully scholarly and sound in the accurate definition and explanation of the language of the specialists such as the educated layman and the scientist, and the professional man and woman must and do use. The features of the earlier work — pronunciations, derivations, and synonyms —

are more comprehensively treated than in the earlier editions.

The supplementary vocabularies of abbreviations, biographies, the gazetteer, colleges and universities, common given names, and rhymes have been considerably expanded. Rules for spelling, punctuation, and the preparation of printers' copy show little change.

Typographically the book is a delight. The paper is exceedingly thin but opaque and strong. The page size has been increased to 6 1/8 by 9 5/8 inches. All copies are thumb indexed.

What a magnificent tool the present book could be if its common sense and frequent use were adequately taught in all our schools.

Discretionary Powers of School Boards

By John D. Messick. Cloth, xx-147 pp., \$3. Duke University Press, Durham, N. C.

Lawsuits into which school boards are plunged seem to be of two kinds: First, the cases in which the actual letter or purpose of the statute law is to be interpreted. Second, the suits which determine the discretionary powers under which the boards of school control may or may not act and which may be implied in the general purpose of the school law but which are not expressly stated in the laws. The latter type of cases unquestionably are far more numerous, far more troublesome, and far more influential for the long range action of school boards than are the mere judicial explanation of the terminology of the law.

The present book clearly shows that the courts have been liberal in their interpretation of the discretionary powers of school boards to carry on the business of education and to promote the welfare of children and school personnel. "The major questions covered are grouped into the following classifications: abuse of discretionary powers of boards of school control, and discretionary powers of boards of school control in establishing school districts and schools; in the selection, purchase, and sale of building sites; in

the creation and sale of school plants; in the maintenance and operation of school plants; in the administration and supervision of schools; in control with reference to bonds; in respect to superintendents; in respect to teachers; in respect to employees other than teachers and superintendents; in the transportation of pupils; in regard to pupil attendance; in regard to discipline; in regard to curriculum; and in regard to textbooks." The book will be an important tool in every school board office.

Religion and Education

By J. M. O'Neill. Cloth, 338 pp., \$4. Harper & Brothers, New York, N. Y.

This closely reasoned work takes the view that the Supreme Court erred in forbidding, in effect, the teaching of religion in public school buildings. The court failed, in the author's opinion, to define accurately the First Amendment which was intended to prevent "an establishment of religion" by the states or by the Federal Government. It failed to interpret the case in the light of the original language and meaning of the Constitution and substituted its own "private philosophies of religion and education." The book is a challenge to anyone interested in the historic question of Church and State, in the problems of State's rights, and in the growing tendency of the court to utilize a "developed meaning" of the Constitution in its interpretations.

Cycle Sense in Santa Fe

By Ada Pick. Paper, 12 pp. Published by the public schools of Santa Fe, N. Mex.

A publication telling in picture and story how to ride a bicycle safely. Do's and don'ts are numerous throughout the pamphlet for impressing safety on the mind of the pupil.

United States Navy Occupational Handbook

Compiled under the direction of Harry A. Jager, Chief, Occupational Information and Guidance, U. S. Navy. Stiff paper, 66 pp. Bureau of Naval Personnel, Washington 25, D. C.

This handbook summarizes the 66 distinct occupational careers open to enlisted men in the navy. Addressed to counselors and school administrators, the descriptions outline duties, qualifications, preparation and training, ratings, and possibilities for jobs in later civilian life.

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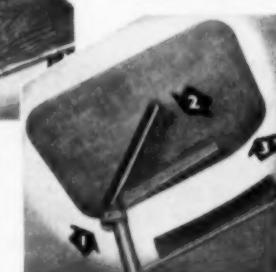
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GOALS IN FINANCING SCHOOL CONSTRUCTION

(Concluded from page 30)

should be uniform and variable with changes in sale value of property or economic levels. (4) Irrepealable levies should be placed in effect automatically when bond issues are approved. (5) Only serial bonds should be issued. (6) Maximum interest rates should be determined. (7) Limitations should not vary with type or classification of school districts since state funds would provide for differences in local ability to pay. (8) The term of bonds should be lowered to, at least, a maximum of twenty years.

THE GROWING POLITICAL REACH FOR THE CONTROL OF EDUCATION

(Concluded from page 36)

our form of government; that they further understand the danger which can come to human freedom if the direct action by which they now control the education of youth is in any sense compromised by surrendering the control of the state system of education to any political party at any given time even though the people themselves have elected that party and its leaders to carry out the functions of government.

Second, I offer this final challenge to educators — that you look well to the

effectiveness of the service which your schools render to the public in order that those areas where there is any semblance of mistrust may be strengthened to the extent that the people may maintain their traditional confidence in their public schools, to the end that public opinion itself becomes the strongest bulwark against the inroads of evil political controls.

MAINTAIN THE SALARY SCHEDULE

(Concluded from page 37)

harsh, autocratic, and "snooperizing" even against a few who make mistakes now and then, the whole group becomes scared and tense. If the policy is kindly, respectful, and professionally stimulating to all, the whole group responds with vigor. The key lies largely in the attempt to discover the good in teachers and to develop rather than to find faults to dwell on and punish. Rock Island has long operated on the former policy, and from what parents tell me, the consequence is a dynamic faculty which tries honestly and succeeds pretty well in developing its children into fine youngsters.

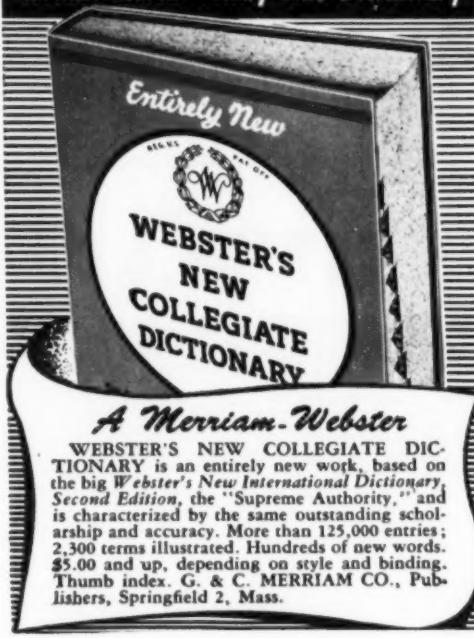
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GT is a good teacher.

FY is a fine youth.

GC is a good citizen for free America.

Very cordially yours,

Earl H. Hanson, Superintendent

STEPS IN SELECTING A SUPERINTENDENT

(Concluded from page 34)

lives of boys and girls, in the life of school and community, and in the achieving of educational goals. If the task has been well done, each member of the board of education will find his satisfaction in the prospering of the school system and all concerned with it under the new superintendent of schools.

TEACHERS' CONVENTIONS

May 9-11. American Association for Adult Education, at Columbus, Ohio. Headquarters: Neil House. Convention Chairman: Morse A. Cartwright, 525 W. 120th Street, New York 27, N. Y. No exhibits. Probable attendance, 250.

May 12-14. American Industrial Arts Association, at St. Louis, Mo. Headquarters: Hotel Jefferson. Secretary: D. Arthur Bricker, 216 East 9th St., Cincinnati 2, Ohio. Exhibits in charge of J. Ely Van Hart, 1117 Kipling Road, Elizabeth 3, N. J. Attendance, 500-600.

June 28-July 1. American Home Economics Association, at San Francisco, Calif. Headquarters: Municipal Auditorium. Secretary: Miss Mildred Horton, 700 Victor Building, Washington 1, D. C. Exhibits in charge of Miss Lorna Goodman, 700 Victor Building, Washington, D. C. Attendance, 3000.

July 3-8. National Education Association, 87th annual meeting at Boston, Mass. Headquarters: Statler Hotel. Business Manager: H. A. Allan, 1201-16th St., N.W., Washington 6, D. C. No exhibits. Attendance, 3500.

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NEW SUPPLIES AND EQUIPMENT

HARRY ELLIS PASSES ON

Harry W. Ellis, chairman of the Board of the Johnson Service Company, Milwaukee, manufacturers of automatic temperature and air conditioning control systems, died on April 1 after a brief illness. He had partially retired in 1938 after serving 25 years as president and general manager of the firm.



Harry Ellis

Mr. Ellis was born in Milwaukee in 1865. The son of New England parents, a product of the Milwaukee public schools, he was employed in 1884 by Warren S. Johnson, inventor of the Johnson thermostat, and later removed to Chicago where he was sales manager. He returned to Milwaukee in 1912 upon the death of Mr. Johnson and succeeded the latter as president and general manager.

For many years he was a member of the National Guard and served with the rank of colonel in the Mexico border trouble in 1916, and for a period of time during World War I.

He was widely honored in the heating and ventilating field as a man of high integrity.

GYMNASIUM SEATING CAPACITY

A study of the present and desired seating capacity of high school gymnasiums has been prepared by Harold R. Sleeper, architect, for the Gymnasium Seating Council, indicating that high school authorities of 1538 schools desire greatly increased capacity in order to serve the demand at basketball games and other indoor sports events. The present capacity is 1.24 seats per enrolled student; the desired capacity is 2.46 seats. Four leading manufacturers co-operated to make the study possible.

For a copy, address Gymnasium Seating Council, 737 Guardian Building, Cleveland, Ohio.

For brief reference use ASBJ-501.

ANNOUNCE ALPHACOLOR CRAFTSMAN SET

The Weber Costello Company has announced the marketing of a new all-purpose set of Alphacolor all-purpose pigments under the title Alphacolor Craftsman Set No. 204.

The Set includes everything required to use Alphacolor for school art and craft work. The 14 one-ounce jars of dry tempera colors and the 4-ounce jars each of oil, varnish, textile liquid, and thinner make it possible to use the Set for any school art purpose. Thus a brilliant, washable textile paint may be quickly produced with the

use of the necessary dry tempera color and a few drops of the textile liquid.

The materials are available in package form for individual students and may be bought in quantity for school class use.

Weber Costello Company, Chicago Heights, Ill. For brief reference use ASBJ-502.

NEW CHALKBOARD

Beckley-Cardy Company are offering schools a new chalkboard which is easy to cut and mount and which is valuable for remodeling or repairing purposes. The material is named Videoplate.

Videoplate is obtainable in smooth warp-proof, grainless, and moisture resistant sheets in 3½ or 4-ft. widths and in lengths up to 12 ft. The chalk writing surface is either black or eyesaving light green. The material weighs less than 2 lb. per square foot and can be mounted by nailing or molding directly to any wall. It can be sawed with an ordinary carpenter saw. Circulars and prices are available.

Beckley-Cardy Company, 1632 S. Indiana Avenue, Chicago 16, Ill.

For brief reference use ASBJ-503.

MEDART ANNOUNCES FOOTBALL SCOREBOARD

Fred Medart Products, Inc., has announced the new Medart Football Scorer and Timer — factory tested (including outdoor weather tests) . . . and field tested during the season just past. This means that mechanically and in design the Medart Football Scorer and Timer is "right" from the standpoint of operation and daylight visibility.

The Medart Scoreboard is extra large . . . 20 feet long and 16½ feet high. All numeral blocks are 2 feet high by 13½ inches wide. The board records the time in minutes and seconds, with



The New Medart Scoreboard

time left to play diminishing automatically each second. The board is all steel construction with numeral blocks weather-proofed. The rest mechanism permits setting time from 15 minutes down to any length time desired.

Fred Medart Products, Inc., 3535 DeKalb St., St. Louis 18, Mo.

For brief reference use ASBJ-504.

NEW UNDERWOOD JUSTIFYING TYPEWRITER

A new Underwood Automatic Justifying Typewriter has been announced to combine the features of the standard typewriter with the recently announced carbon-paper and fabric-ribbon attachment. The machine incorporates a new built-in feature to provide an even right-hand margin

on typewritten copy. The construction is such that it does not in any way interfere with the use of the machine for regular typing.

The justifying is accomplished by Underwood's new variable pitch rack which extends beyond the carriage on both sides of the machine. The right extension is for the purpose of turning the rack, and the left extension is for the guidance of the



The New Underwood Variable Typewriter

operator. The rack may be turned to any position, making it possible to expand a typewritten line one, two, or three spaces, or contract the line one or two spaces.

The machine was designed particularly for use in the preparation of bulletins, house magazines, school forms, and original copy to be reproduced by any method of printing. The combination of features gives clear and uniform typewritten impressions for master copies. It is available in a variety of type styles at Underwood branch offices.

Underwood Corporation, 1 Park Ave., New York 16, N. Y.

For brief reference use ASBJ-505.

SHELDON ART-STUDIO WORKSHOP CATALOG

E. H. Sheldon and Company have just issued a new catalog illustrating and describing the complete line of Sheldon student and teachers art tables, workbenches, worktables, work counters, base cabinets, wash sinks, and wall cases and display cabinets. The catalog is unique in that it includes complete plans for all-purpose and special types of art work and industrial-arts shops. Directions are given for the use of small-scale paper templates for laying out various types of shops, laboratories, and visual-aids projection rooms.

E. H. Sheldon and Company, Muskegon, Mich. For brief reference use ASBJ-506.

OFFER RCA PROJECTOR

The RCA Victor Division of Radio Corporation of America has announced a new single-case RCA 16-mm. sound motion picture projector to be known as RCA "400" Junior. The instrument is of the single-case type and of high professional quality.

The design of the new model is made compact by an ingenious rearrangement of the 8-in. speaker and its incorporation in the lid of the case which doubles as the speaker baffle. The speaker may be placed adjacent to the projector or next to the screen through the use of a 50-ft. cable. The baffle is adequate for full tonal range reproduction.

A unique feature of the machine consists of high speed gears of nylon which are more silent and stronger than steel gears. The machine has also special features of speed change, easy threading, and automatic rewinding. A powerful four-stage amplifier delivers full 10-watt output with a minimum distortion throughout the 16-mm. recording range.

RCA Victor Division, Radio Corporation of America, Camden, N. J.

For brief reference use ASBJ-507.

NEW KEWANEE BOILER CATALOG

Kewanee Boiler Corporation, manufacturers of boilers and devices for producing power and process steam, have just issued General Catalog

is such that the use of Underwood's beyond the The righting the rack, chance of the

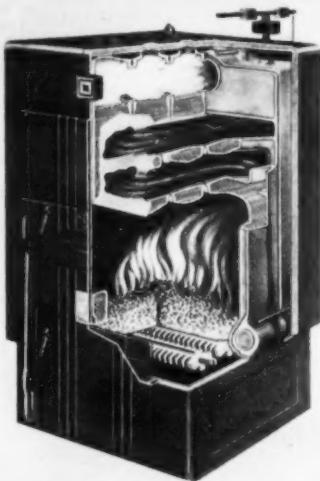
such that the use of Underwood's beyond the The righting the rack, chance of the

Kewanee Boiler Corporation, Kewanee, Ill. For brief reference use ASBJ-508.

MEDIUM-SIZED BOILER FOR COAL OR OIL

Crane Co., Chicago, Ill., have introduced recently the new Crane 30 boiler, for use in small to medium-sized apartment buildings, small schools, churches, and commercial buildings. The boiler burns coal or oil and may be fired manually or automatically.

Important features include a corrugated multiple-pass flue design that presents a maximum area to the fire and hot gases, patented baffles for controlled water travel, multiple waterways, large fuel capacity, and precision-ground sections for



New Crane No. 30 Boiler

close, true fit. For hand firing the boiler is equipped with a gearshift shaking mechanism that prevents accidental dumping of the fire. The fire door has a patented secondary air feature for close control of air over the fire. Thick, moisture-proof insulation is attached to the sides and top of the jacket panels.

The boiler is furnished in sizes from 6 to 16 sections. Net I-B-R ratings range from a maximum output of 180,000 BTU per hour for the smallest capacity boiler to a maximum of 792,000 BTU per hour for the largest-capacity boiler.

Crane Company, 836 S. Michigan Ave., Chicago, Ill.

For brief reference use ASBJ-509.

WEBER COSTELLO ELECTS OFFICERS

The Weber Costello Company one of the oldest producers of school supplies and widely known for high quality chalkboards, erasers, crayons, color materials, maps, and globes have recently reorganized their staff of officers.

Frank J. Costello has been elected president and Earle F. Opie has been elected secretary-treasurer. The latter is general manager and director of all operations.

The change in officers marks the retirement of Frank F. Weber who is taking up residence in Arizona and California.

WIN SCIENCE TALENT AWARDS

Dwight Taylor, senior in the Webb School of Claremont, Calif., has been announced winner of the \$2,800 Westinghouse Grand Science Scholarship in the eighth annual science talent search.

The second place award of \$2,000 went to Caroline Littlejohn, Oklahoma City, Okla., senior in the Classen High School.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE-MILWAUKEE.

THE AMERICAN SCHOOL BOARD JOURNAL

540 North Milwaukee St., Milwaukee 1, Wis.

1949

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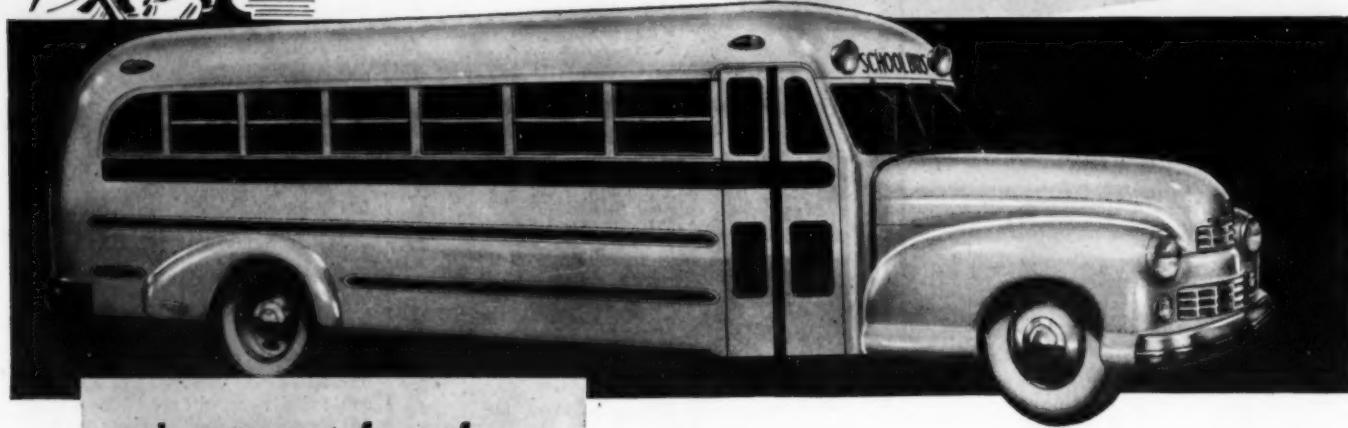
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The Hidden Values



make **SUPERIOR** All-Steel
Safety School Coaches
By Far Your Best Buy



here are a few of Superior's many hidden values:

SAFEST SCHOOL COACH FRAME BUILT. 12 longitudinal safety girders (more than any other make of bus) combine with Fullman-type arch construction to localize contact in event of accident. All assemblies are completely integrated by welding.

STRONGEST FLOOR OF ANY BUS. A stronger floor means longer coach life. 14-gauge steel panels are welded to 7-gauge crossmembers and reinforced by two additional 14-gauge channels on 9-inch centers. For greater strength, reinforcement added to front of underbody.

SCIENTIFIC LIGHTING, CODED WIRING. Snub-fitting, plastic-lensed dome lights provide greater beauty and safety. Wiring is placed in latest automotive loom. Each circuit, coded by color, has separate fuse. Latest aviation type connections.

MORE COMFORTABLE, DURABLE SEATS. New type springs and thick Nucraft padding greatly increase comfort. Heavy plastic-coated upholstery is attractive and easy to clean. Seats wall-mounted to facilitate cleaning of floor.

COMPLETE INSULATION AND UNDERCOATING. Both inner and outer panels insulated against heat and cold by sprayed-on sound-proofing materials. Two-inch dead air space between panels provides additional insulation. Entire underbody covered with sprayed-on insulation.

SPLIT-FRAME SAFETY SASH WINDOWS. Bottom half of window permanently sealed to keep children's hands and arms inside. Top half adjustable to four positions, permitting proper ventilation. Shatterproof safety glass throughout. Sealed window sill is dust-proof and draft-proof.

PAINT JOB THAT LOOKS BETTER, LONGER. By using better paints, expert application in air conditioned booths, and baking each coat in temperature-controlled ovens, Superior gives a paint job unequalled for attractiveness and long life.

All school buses may look somewhat alike, at a glance—but the hidden values make a big difference. And Superior has more hidden worth than any other school bus on the market (more obvious values, too).

Superior Safety School Coaches are all-steel PLUS—plus the hidden values of quality materials, quality design, quality engineering and quality manufacture. Superior has consistently led the field in safety and comfort, and has pioneered most of the "safety firsts" that are standard on school buses today.

The features listed at left are only a few of the many hidden values built into the nation's No. 1 school coach—the **SUPERIOR PIONEER**. For complete information, use the coupon below, requesting free new illustrated catalog.

FOR SAFETY FIRST LOOK TO SUPERIOR

School Coach Division

Superior Coach Corporation, Lima 2, Ohio

Please send catalog giving complete information on the new PIONEER Safety School Coach.

Please send literature on the new PACER with 80" outside width and 16 or 20 passenger capacity.

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